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Training Equipment at Phoenix Technical School

IN THIS ISSUE

✓ *Phoenix Program for the "Sixty Per Cent"*
✓ *Beautifying the Homemaking Department*
✓ *NFA Picks 1948 Winner*
✓ *IS T & I Education Adequate?*

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FORMING ALCOA ALUMINUM
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AMERICAN VOCATIONAL Journal

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EDITOR-IN-CHIEF:

L. H. Dennis
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORS:

AGRICULTURE—Glen C. Cook
Michigan State College
East Lansing, Michigan

BUSINESS—M. A. Browning
State Board for Vocational Education
Austin, Texas

HOME ECONOMICS—Mary Gillespie
State College
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REHABILITATION—O. F. Wise
State Dep't of Education
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Rutgers University
New Brunswick, N. J.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

The Phoenix Technical School, Phoenix, Arizona, has initiated a new vocational curriculum which includes a program in "Driver Training and Maintenance of Truck, Bus, and Tractor." The program, which includes general education subjects in addition to the basic technical studies and training, utilizes modern trucks and tractors such as the new model pictured.

ADEQUATE VOCATIONAL PROGRAMS...*Editorial*

DYNAMIC vocational education must rest on sound ideals and fool-proof operating principles. The latter have received adequate study and have been thoroughly tested during the years the vocational program of our country has been developing. Successful administrators invariably fall back upon the time-tested formula of sound administration to give their communities effective vocational education services. This formula consists of four steps, namely, (1) analyze, (2) organize, (3) deputize and (4) supervise.

It is, however, not enough merely to apply this formula to a local or state program if it is planned to set up a successful program in the field of vocational education. It will work both in a narrow range of activities or a wide one. Therefore, it is important that administrators also tie their operating objectives to other equally significant ideals as well. A total program cannot be satisfactory until it reaches all the people who should have the benefit of it. Also, it must cover all the vocational areas in which people need to be educated and trained. Furthermore, these services need to be made available when they are needed. The three terms that describe these ideals are (1) adequacy, (2) flexibility and (3) responsiveness.

These ideals have their roots in the needs of the vocations that exist, of the workers employed in those occupations, and of the general public they serve. The material and cultural needs of mankind are inseparable and are satisfied better when effective vocational education is adequately applied to the practical areas of life. Practical education insures a faster cultural progress than can be attained without it. The dissemination of cultural knowledge, for example, would be greatly restricted without the printer, and the printer could not do his work without the metal tradesmen who provide him with presses and type. The cultural and the practical, interdependent as they are, must be developed together. Since this is true, both are improved to the extent that each is strengthened. On this theory rest the idealistic principles of adequacy, flexibility and responsiveness as applied to both forms of education.

It is here where too many vocational programs are falling short. They are limited. They are set up to serve six or seven occupations considered the most important in the community. No matter how well instruction in them is organized and administrated, the program is bound to be inadequate. We know it is not possible for every community to set up adequate programs unassisted. It is at this point where state planning with the communities can provide the additional needed types of vocational education. Area schools and itinerant apprentice instructors can be utilized to help solve these problems. A program becomes adequate only when the services needed are available somewhere within reasonable distances from those who must have them.

Similarly, it must be noted our occupational progress is not static. It has dynamic qualities. Constant change is present in the total cultural, economic and industrial life of the nation. Therefore, change also must occur in the vocational education programs we set up to meet occupational needs. This calls for flexibility and resiliency in the vocational school services. It implies a close touch with the fields served. The schools must be kept up-to-date. Their teaching staffs must keep abreast of our changing technology and constantly revise their curriculums and methods.

And finally, those schools that flex promptly as soon as needs are defined and felt, are the ones that serve best. It is not enough that they be able to flex or to provide adequate service *ultimately*. They should be ready to adjust *promptly* when the need arises. This also includes provision for service in an area where altogether too many communities still fail to serve. That area is day-time service for adults. Many a weak program could be given new life and real effectiveness if it were vitalized by day-time instruction for adults.

WILLIAM F. RASCHE
Director, Milwaukee Vocational School

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American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington 5, D. C.

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2811 Mt. Holly St.
Baltimore 16, Md.

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American Vocational Association, Inc., advances American Education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full-time and part-time programs in these fields: Agriculture, Home Economics, Business and Distributive Occupations, Industrial Arts, Industrial Education, Rehabilitation, and Vocational Guidance.

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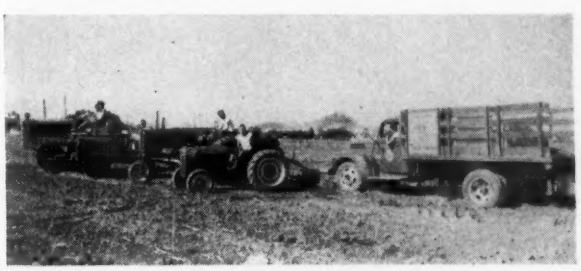
Phoenix Program for the "SIXTY PER CENT"

ARIZONA SCHOOL INAUGURATES BROADENED CURRICULUM

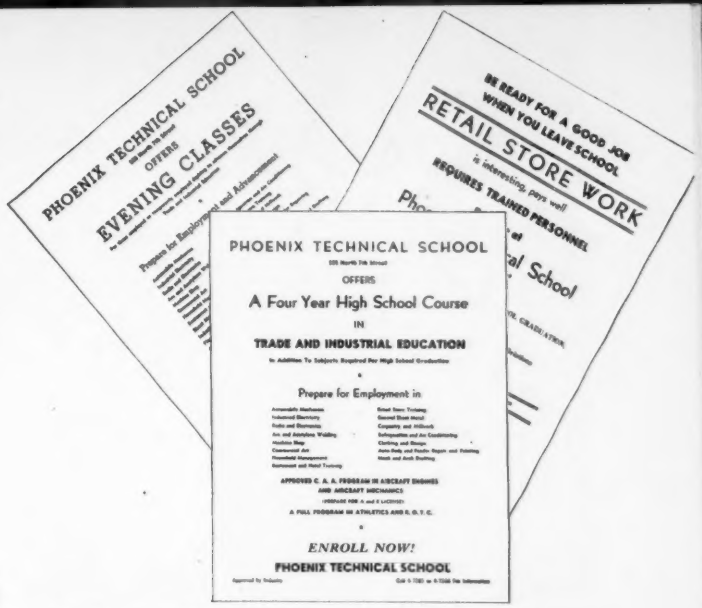
J. J. KAYETAN, Director
Phoenix Technical School

IT IS claimed in the Prosser Resolution that, on a national percentage, only 20 per cent of our students are prepared for college, 20 per cent for trades and distributive occupations, leaving 60 per cent that are not prepared for any definite objective. The Phoenix Technical School is proud to be among the first to do something about lowering the 60 per cent figure. Some years ago, Dr. E. W. Montgomery, Superintendent of the Phoenix Union High Schools and President of Phoenix College, after studying trends, reached the conclusion that the fusion of vocational and general education courses in areas the size of Phoenix and larger was the real answer to the 60 per cent mentioned in the Prosser Resolution. The superintendent instructed the Director of the Phoenix Technical School to survey and organize such courses as would meet the general industrial and distributive occupational specific requirements, as well as to give consideration in organizing such training programs to meeting the needs of students who do not have any interest in preparing themselves for bona fide technical trades or distributive occupations.

It is gratifying to know that the superintendent several years ago pioneered these combined programs which are now endorsed by the Institute of World Affairs Division of the New School for Social Research, which has just completed a four-year study of vocational education and the requirements of industry. That report states that the present gap between vocational and academic education will bring a disastrous split between the two programs unless effort is made to narrow the existing difference. Actually, in the opinion of the superintendent, there is no existing difference of objectives except the unwillingness on the part of some administrators to acknowledge that pre-vocational training such as all-day trade schools, part-time education, adult education and terminal education are as important parts of our over-all educational program as the traditional "3 R's."



Some of Phoenix Tech's Equipment



Professors Alfred Kahler and Ernest Hamburger, authors of "Education for an Industrial Age," published by the Cornell University Press, reiterate an obvious conclusion that emphasis on white-collar training is resulting in insufficient replacement of skilled workers. They recommend that instruction in English, mathematics, science and social science be given in vocational schools—remember, usually a school qualifying as a vocational school is a specialized school teaching only manipulative skills and related subjects of a very limited nature—as well as that it be organized such as the Phoenix Technical School is organized, giving a broad program, but taking nothing away from the basic vocational course or related subjects as recommended by Federal Bulletin No. 1 for Vocational Education. A vocational curriculum based on specific training involving the employment requirements of industrial and distributive occupations, plus English, social science, mathematics, etc., is recommended. Such a curriculum has already been established at the Phoenix Technical School.

Starting with the 1948-1949 school year, the Phoenix Technical School has introduced a new program—Driver Training and Maintenance of Truck, Bus, and Tractor. As far as is known, the program is the first of its kind to be introduced in a secondary school in the United States.

Each year, the trucking industry buys 800,000 new trucks and 75,000 new trailers. In the United States, there are more than 6,000,000 motor trucks and trailers —more than half the trucks and trailers in the world—which, if lined up bumper to bumper, would stretch 13,500 miles. The truck fleets have grown steadily from 215,000 truck fleets in 1916 to 5,725,692 truck fleets in 1946. This industry, as can readily be seen, has become increasingly important as a provider of jobs, a creator of business, and a customer for the products of farm, factory, forest and mine. This is borne out by the fact that there is direct employment for over 3,800,000 workers in the United States in this one distributive occupation of truck driving, which would naturally include buses, etc.—or 2½ times as many jobs as are provided by the huge railroad industry of the United States.

The program will operate under the jurisdiction of the Phoenix Union High Schools and Phoenix College Board of Education, assisted by an advisory committee selected from a long list of organizations of both large and small truck fleets, as well as other interested organi-

(*Continued on page* 12)

W. B. HAY, WALTHAM, MASS.

Training at the Waltham School of Watchmaking

WALTHAM SCHOOL OF WATCHMAKING

H. L. PRIDE
Director of Vocational Education
Waltham Public Schools
Waltham, Massachusetts

DURING World War II the Massachusetts-Rhode Island Jewelers Association found themselves very short of help in the watch repair business. Having had a watch-repair training program at the plant of the Waltham Watch Company during World War I, this Association turned to the Superintendent of Schools, the Vocational Director, the Management of the Waltham Watch Company and the State Department of Education to help solve their problem.

After several conferences a school was started, and by agreement with the Waltham Watch Workers' Union, Independent, and the State Department of Education, the class was limited to forty students. This program is one of several trades offered by the Arthur A. Hansen Trade School of Waltham, Massachusetts, as a State-Aided Vocational Program.

Soon after VE Day many applications were received, as many of the veterans were coming home and we felt the need of enlarging the school. By agreement with the Union, it was decided to increase the enrollment, thus enabling us to accommodate 130 students, most of whom are veterans. As this was the only watch-repair school in New England at that time, we naturally had veterans applying from all over the country. We have received at least 1,200 applications from as far away as Honolulu.

The cooperation of the officials at the Waltham Watch Company and the Watch Workers' Union, Independent, has been most helpful. Through the cooperation of the contact men of the Waltham Watch Company, we have been able to place all of our graduates and supply the need of the Massachusetts-Rhode Island Jewelers Association with regard to help.

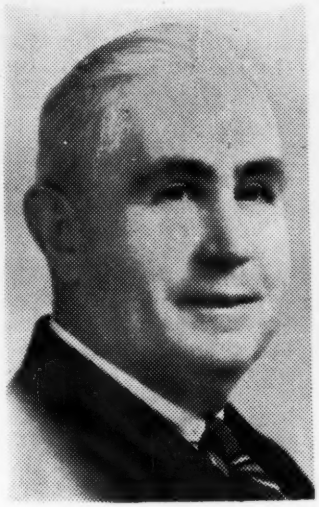
The classes meet eight hours per day, five days per week, fifty weeks per year. The program of study consists of Shop Work and Related Lectures in Assembling; Balance and Hairspring; Matching the Escapement; Finishing, Dialing, Timing and Adjusting; Jobbing and Repair; and Lathe Work.

The students graduate on a basis of credit hours, a total of 3,000 hours being necessary to complete the program. During this training program, the students are also eligible to take the Horological Institute of America test for which a certificate is awarded, if a passing mark is received. On completion of our program a diploma signed by the Mayor, the Superintendent of Schools, the Director and the President of the Waltham Watch Company is awarded each student.

W. B. HAY, WALTHAM, MASS.

Precision Work Requires Precise Training

The Need for Further Development of Vocational Education



J. GORHAM GARRISON, President, Georgia Education Association

An address delivered by J. GORHAM GARRISON, President of the Georgia Education Association, at the First Annual Convention of the Georgia Vocational Association, Macon, Ga.

IN SETTING forth the needs for further development of Vocational Education, I would like first to call your attention to a principal ideal in education. That ideal is equal, adequate, and *adaptable* opportunity for each and every person in our land. A grave responsibility is resting upon us to show that democracy is not an idle dream. All of our people must come to realize that the public school is the best hope of progress. A feeling of confidence is manifested in the possibilities of the wider use of the school plant and staff to the extent that laymen are looking to the school to cure all the social, industrial, intellectual, and physical ills. The leading students of political, social, educational, economic and other public problems are alive to the tremendous importance of the undeveloped resources in the wider uses of the public school system. Intelligent social adjustment cannot exist without social knowledge.

One of the most significant trends of the day is the realization that too frequently our schools do not connect directly with life; that they tend to educate away from the farm, the shop and the trades, thus leading to an overcrowding of the professions. Too many young people are going out of our schools with a little knowledge of everything, but no *adequate* knowledge of anything.

Vocational education, of course, is not new. It is as old as education itself. It began when the caveman first attempted to teach his offspring the rudiments of his rough art, and then the mother passed on to the daughter skills in cooking and in making clothes. It was the first kind of education available to the common man. Before the advent of the free public school system, the only avenue to an education was apprenticeship. The master workman was the teacher, and the boy indentured to him received instruction not only in trade but also in reading, writing, arithmetic, and religion.

The first education offered in America under public auspices was set up for ministers, doctors, and lawyers. No thought was given to the training of the children of the middle class. However, a demand soon grew for education of all the children of all the people, which resulted in the establishment of our free public school system. If we examine the literature of the time of Jefferson and Hamilton, we find that it was the intent of the founders to provide a practical education. In this literature, such expressions are freely used as "learning how to make a living" as well as "how to live," "education for social efficiency" and "education to meet the social, economic, and political demands of democracy."

Nothing was said about preparing every boy and girl to enter college. Now, after one and a half centuries, the objective seems to have changed. Too often has the chief concern of the average school man been to prepare every individual to enter college, where he may receive instruction designed to induct him into the professions, in spite of the fact that less than 10 per cent of the gainfully employed are to be found in the professions. Without a program of vocational education, it is evident that a large majority of youngsters in our schools who will not go to college would be denied their equitable right to be trained for their life's work. I am convinced that our public schools should become more and more committed to the principle of teaching facts that can be of immediate use. In this connection, Will Durant recently said, "Good pies have done more to prevent divorce than all the dead languages that ever died." This statement emphasizes the trend toward practical education.

I hope to see further development and expansion of vocational education because it is in keeping with the philosophy of the founders of our free public school system. It seeks to fit individuals, young and old, to serve society to the limits of the abilities with which nature has endowed them, in short, to *make a living* as well as how to live. It does not deny the value of other types of education, but insists that learning how to make a living is an essential part of the education of any individual.

Vocational education must have for its purpose the preparation of young persons for successful entrance into skilled occupations. It must be designed and expanded for the majority of youngsters who have reached the secondary school and who, through economic necessity or choice, will remain in the community after a few of their classmates have gone on to college. They are the people who will go into the local industries and business establishments, who will go to the farms, to earn a living. In all of the larger centers of the state, skilled trades such as machine shop practice, auto mechanics, cabinet-making, printing, and radio must be taught to boys, with a view to preparing them for successful entrance into their chosen vocations as advanced apprentices.

Vocational education, through an expanded training system for our youth and by the rehabilitation of the physically handicapped, will add enormously to the economic productiveness of a community; it will add greatly to the average income of the wage-earner and wage-worker; it will add to the number of exchangeable commodities in the community as a whole. It will tend directly to the enrichment of the life of the individual and to the enrichment of the life of the community, not only in a material and monetary sense but also in a moral, social and political sense, which is highly desirable.

We must today face the facts in the case. Many of us value highly the old-time scholarly product of the classical school, who stood apart as a superior because he knew books even though he may have known nothing of men and of life. We value the trained type of mind of the so-called cultural school. But we must stand for equal and adequate opportunity—for an opportunity to be developed along the lines and in the field of individual talent as endowed by the Creator. We are *not* providing equal opportunity when we provide an education that attracts or is possible to only 30 per cent and leaves 70 per cent with little or nothing. We have no desire to take away from the 30 per cent the classical education they want, but we do need to give the 70 per cent the education and training that will fit them for life and its work.

There are general educational values inherent in vocational fields. While we have heretofore recognized the practical values of vocational education, too many have been reluctant to admit that such courses offer any opportunities for culture, discipline, aesthetic appreciation, and general character development. Many leaders in the field of general education are admitting now that vocational education "when properly conceived is rich in its significance for general education." Furthermore, many educators now concede that no subject has inherently any cultural value, but that such value lies fundamentally in the way the subject is taught. We are beginning to recognize, therefore, that there is no reason for having one subject more than another in the school program in so far as the development of culture is concerned, and that youth, particularly the less abstract-minded ones, "will develop culturally from vocational subjects, rightly used, more than from the more abstract subjects." For the educational world to accord vocational education this recognition and to admit these general educational values inherent in vocational fields represents a real triumph.

Leaders in vocational education must recognize that the achievement of general educational values depends very largely upon the "purpose in the mind of the vocational teachers." While the importance of skills is still recognized, vocational teachers must place greater emphasis on intellectuality, stability of character, esthetic appreciations, and emotional balance. Your goal must be to produce skilled, intelligent workers who possess a high degree of vocational pride and are motivated by the ideal of social service.

Vocational education must be developed and so conducted as to contribute to the making of the citizen as well as to the making of the worker. Vocational education is not in conflict with liberal education, but is a supplement to it, and must be expected to reinforce it. If, in addition to the so-called cultural education, we will give to the world an educated and efficient citizenship, we will produce harmony, because each will have been guided to his place or work in our Maker's great plan of life.

I see a need for the expansion of vocational education because vocational work is cultural and gives pupils a purpose early in life. This purpose has an organizing, systematizing power over the mind, which makes up for mental strength, discipline, or culture. Even though the child prepares for farming and later decides he has a call to preach or wants to become a lawyer, he will have a mental vigor that will pull him upward more effectively than if he had been drifting or mentally loafing his high school and college days away. Much of the world's best accomplishment has been for practical utility. No one has so accurate a knowledge of a piece of work as one who has tried it for himself. Hence the practical work of life may furnish some of the most essential elements of true culture.

In the field of trade and industrial education, there are urgent needs for expanded technical training in a number of fields, including electrical machinery repair, architectural drafting, refrigeration installation, repair and operation, surveying and mapping, carpentry contracting and estimating, air conditioning and heating, radio repair, installation and maintenance. In addition, there is a desperate need for a stimulus to keep qualified young men on the farm, and this end can be achieved in large measure by encouraging efficiency in agricultural techniques through our further development of the program of vocational agricultural teaching.

Let us bear in mind, however, that the direct object of vocational education is not to produce an article of merit but rather to *develop the power* to produce. It must awaken innate faculties and give self-reliance and courage. We must expect of vocational education the cultivation of habits and industry. To be industrious, thrifty, to practice economy and kindred virtues are qualities somewhat foreign to many of our American youth. Of course, vocational education will scarcely change a lazy boy into an industrious one overnight. But since, as psychologists tell us, repetition is at the very foundation of habit, we can reasonably assume that the continuous practice in handling tools and making objects is well worth the time spent, and will gradually develop habits of industry where they were before but little known.

We need further development of the theory that youth should be fitted for useful work. To train the hands in the use of tools and in practical craftsmanship is one of the best methods of developing character. Vocational education is allied with all that is best in the constructive ideals of our democratic way of life. In view of the ideals, facts and purposes herein enumerated, it seems to me that the need for further development of vocational education is so vital and so urgent that it at once affords an unparalleled opportunity for the building of a great nation and producing a most happy citizenry, through the blessings and benefits of this type of education.

Finally, I turn to the best of all literature, sacred writ, for a prophetic description of you, vocational teachers, namely: "And they, passing through the valley of Baca (ugliness), made it a place of beauty." That is what you are doing through your various phases of service. As you pass today, and tomorrow, "through the valley," you are making it a place of beauty, happiness, and prosperity.

Vocational Agriculture Produces!

NORTH CAROLINA'S HARNETT COUNTY SEES RESULTS OF PLANNED, INTEGRATED PROGRAMS

C. Reid Ross
Superintendent of Schools
Harnett County, North Carolina

J. K. COGGIN, N. C. STATE COLLEGE

Visual Aids Are Fully Utilized at Coats

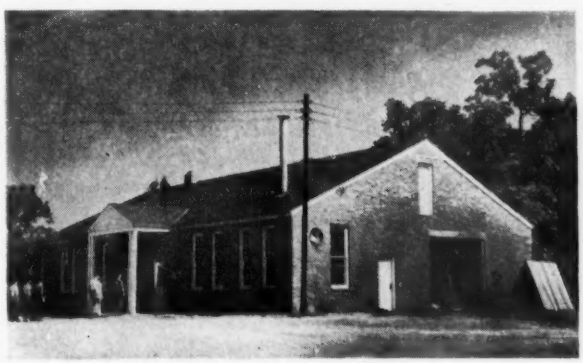
THE program of vocational agriculture is paying big dividends in Harnett County. Training in vocational agriculture is reaching out into all of the communities in the county and is destined to raise the standard of the county and is destined to raise the standard of living and promote happier rural life throughout this area.

Harnett County, located in a fertile farming region in central North Carolina, has ten vocational agriculture departments, two of which are in Negro high schools. The average annual enrollment of these ten departments is approximately 500 high school boys, all of whom are anxious to become established in agriculture on a sound and profitable basis.

In addition to the hundreds of young men who are now receiving instruction in agriculture, there are around 600 veterans of World War II enrolled in the Veterans Farmer Training Program—a venture dedicated to aiding veterans in learning the latest scientific developments about farming, helping them to become established in farming, or to be more efficient farmers if already established.

Another highly significant phase of the work of the ten departments of vocational agriculture in the county is the training and technical guidance offered to the adult farmers of the several communities. In the latter capacity, the teachers of agriculture work with individual farmers' special problems, and render a valuable service in promoting more efficient farm production methods.

We do not consider vocational agriculture as an extra course tacked on to the high school curricula, but as an integral part of the high school program. The vocational agriculture instructor is a member of the high school staff and, as such, works with and under the general supervision of the principal of the school.



J. K. COGGIN, N. C. STATE COLLEGE

The Vocational Agriculture Building at Coats, N. C., Houses $11,000 Worth of Equipment

Vocational agriculture meets a real need in providing a high type of science training for our future farmers. Farming is a science. To be successful, a farmer must have not only the will to work but also knowledge and technical skill. The day is past when an educator can advise the youth who fails in school work to try farming. Vocational agriculture renders another service to the public school generally in that it brings a large number of adults into direct contact with the school. This public relations feature is a distinct asset.

In order to see just how a vocational agriculture department meets the needs in a community, let us consider one of the ten Harnett County departments. The Coats School district covers some five or six square miles. The high school is located in the town of Coats, population about 1,000. About two-thirds of the school population is transported by school buses. Out of the high school enrollment of 200, there are 49 boys enrolled in the vocational agriculture department.

Mr. M. O. Phillips has been the instructor for the past twelve years except for four years during World War II, when he served as an officer in the United States Army. Mr. R. Hal Smith is principal, and he will tell you without hesitation that he thinks Mr. Phillips is the best agriculture teacher in the country. Mr. Phillips recognizes the value of community participation in the program.

Mr. Phillips has an advisory council made up of adult leaders in the community which meets regularly and helps with plans and suggestions. This advisory council is composed of one business man, three farmers (one of whom is a tenant farmer), the principal of the school, a member of the local school board, and a member of the County Board of Education. The students are represented on the Council by the president of the FFA. Mr. Phillips serves as secretary to the Council. It is obvious that this Council is representative not only of agriculture but of business, school administration, and the student group as well.

The Coats agriculture department is housed in a modern building, 50 by 80 feet, which provides ample space for classroom instruction and farm mechanics, including woodwork and farm carpentry, metal work, and general farm machinery repair. At present costs the building is valued at $26,000 and the equipment at $11,000. It is not unusual when visiting the Coats department to find high school students, young farmers, and adult farmers repairing some farm machinery or constructing labor-saving equipment. In addition to this building there is a cannery, 22 by 51 feet, which serves the community. Although the cannery has been in op-

eration for only one year, some 150 families in the school district have been served, and this number is expected to increase.

Over a period of several years, the Coats department has established an enviable record in contests both on a state and local level. This past year one member won the district livestock improvement contest which provided a trip for teacher and student to Kansas City.

In the Coats agriculture department every student works. Each student carries an average of from two to four agricultural projects. Mr. Phillips has worked out a self rating and grading scale which allows students to participate in the grading system. The student knows ahead of time just what he can earn each month by means of the score card, and he can earn additional points by carrying on a larger supervised farming program.

A student must have two projects his first year in agriculture, three in his second, and four in his third and fourth years. It is not uncommon to find a supervised farming program such as that carried on by Neil Barnes, a junior last year. His program consisted of (1) one purebred Spotted Poland China sow with two litters of pigs; (2) three acres of corn; (3) one acre of tobacco; (4) one baby beef calf; and (5) two acres of soy beans. His labor income was $1,325. Some of the supplementary farm practices completed by Neil were (1) used hybrid seed corn; (2) used certified tobacco seed; (3) used recommended fertilizer analysis; (4) set up and used home library; (5) had soil tested for tobacco and soy bean fertilizer; (6) used approved feeding practices; (7) practiced proper insect and disease control; (8) repaired three major pieces of farm machinery; (9) helped build two cabinets for school farm shop.

In the Coats department there are 25 adult men enrolled. Mr. Phillips found that this group fell in two divisions. Ten were young men who were not veterans and some of whom did not complete high school. Fifteen were older adult farmers. These groups meet in separate classes and work on the problems that the members feel they need the most help in solving.

There are 75 veterans enrolled in the Veterans Farmer Training Program. Mr. Phillips has secured very competent men to serve as his assistant instructors in this program. In general the results of this training have been most satisfactory. The case of William and David Lasater provides a good example. These two brother veterans were among the first to enroll in the program, and their progress has been most gratifying to the instructors and to themselves.

These boys are partners in farming with their father, Mr. David Lasater, Sr. Returning from service, they found their father's farm run down, its machinery worn out, and the only crops, corn, cotton, and tobacco. Today, three years later, William, David and their father are practicing a balanced farming program which includes soybeans, for seed and hay; lespedeza, ladino and orchard grass pasture; small grains, wheat, rye, oats and barley; corn, cotton, tobacco, and soil conservation crops. They now own 10 purebred Hereford cows, 3 Hereford calves, and 1 purebred Hereford bull; 2 Jersey milk cows, and 2 brood sows. They used hybrid seed corn for the past two years, averaging 92 bushels of corn per acre last year on 35 acres. They have each built a home and installed waterworks and facilities for sewage disposal. They are putting in 5 acres of alfalfa and 15 acres of ladino and orchard grass pasture this fall. David and William are well on the road to success in farming. They are putting back into the farm the substance of their training, and they are operating on a sound basis. Within a few years they will be financially independent.

J. K. COGGIN, N. C. STATE COLLEGE

A New Addition to Vocational Agriculture at Coats Is the Community Cannery

J. K. COGGIN, N. C. STATE COLLEGE

M. O. Phillips, Coats Vocational Agriculture Instructor, Has Six Assistants for Veteran's Classes

The work of this one community agriculture department, as described here, indicates the scope of training and the services provided by the vocational agriculture teachers in Harnett County and illustrates the widespread functions of teachers of agriculture in the steady march toward farm diversification and consequent farm progress in the Southern states.

AVA CONVENTION NEWS

WILL APPEAR IN DETAIL IN YOUR JANUARY JOURNAL

Since the December issue goes to press before the Milwaukee convention begins, reports on the proceedings and events of the AVA meetings will be published in the January issue, in the mails December 29.

WATCH FOR IT!

Beautifying the Homemaking Department

"Using What You Have" Is Instructive and Economical

BARBARA KNOW and MARION L. HUFF
Student Teachers
Colorado State College, Fort Collins, Colorado

THE attitudes and impressions which a girl acquires as a result of her experiences in the homemaking program are often the ones carried into her own home. When a student finds that an ordinary bean pot can make just as pleasing a centerpiece as would be possible with more expensive pottery, she will be likely to make use of this discovery. Attractive centers of interest will emphasize art principles and the use of color, which probably have been brought out in a related art unit but not readily absorbed. If the teacher is ingenious in the use of simple equipment she can create in the girls an interest in the potentialities of similar things as objects of beauty.

It would be advisable to obtain an array of such basic simple equipment. Fairly large flat pottery bowls can be obtained in various shapes. A pottery vase of medium size for flowers with long flexible stems is also a valuable addition. In purchasing all of this equipment, if it is necessary to limit the supply, it is wise to remember that green, cream, and pastel colors harmonize effectively with most types of flowers. A transparent rose or ivy bowl has many uses. Ivy or foliage plants are always attractive in such a container.

The only necessities which should be purchased for continual use in the department are frogs. Most of these frogs can be obtained in different sizes, and the needlepoint type is available in various shapes. A form of frog can be made by crumpling a medium weight wire into a ball. Clay or soft soap may be used as a base to hold up plants or dried grasses with sturdy stems.

Late fall and winter often present difficulties in finding materials for centers of interest. During the football season, a toy football provides an attractive base, and school colors can be brought into the theme by means of strips of crepe paper.

Candles placed in the shape of a triangle, footed by scattered autumn leaves with a pine cone or two, are appropriate during the fall. Color schemes may be made more effective by tipping the pine cones with the desired shade of paint.

We mustn't forget Hallowe'en, so make a big, fat pumpkin. A gallon can may be the starting point. The desired shape is attained by means of padding with tissue paper. Next, pleated crepe paper is fitted around the can. The ends of a double thickness of black crepe paper twenty inches in length are stitched together. Then the bottom is flared and the top gathered to make a peaked cap. Black and white eyes, nose and mouth are pinned or pasted on, and presto—we have our grinning Hallowe'en pumpkin.

Winter or summer, the familiar pussy willow and cat tails, which lend themselves to such a variety of arrangements, must not be forgotten. The pussy willows are particularly effective in a small black bowl centered on an inexpensive bamboo mat.

Twigs in their natural state, tipped with silver or painted, can be made to resemble miniature trees. For a winter scene tufts of cotton can be placed on the limbs to resemble snow and a small figure at the side will give an excellent example of informal balance. A twig painted white with tiny hearts attached to its branches becomes a Valentine tree with little effort.

Dried grasses and various weeds are always useful, and their appearance may easily be changed by means of spraying them with vegetable coloring. At Christmas, a striking effect can be achieved by dipping weeds and grasses in starch and "Christmas snow." Straw flowers are also a practical selection.

Evergreens can be used in a variety of ways. A small log with holes drilled for candles makes an excellent base for sprigs of greens. A bowl of apples becomes a charming centerpiece when evergreens are arranged around it.

A simple, but always attractive, arrangement is provided by use of one Christmas candle standing straight and slim amidst a cluster of holly. A silver bowl of greens with perhaps a silver Christmas ball at one side for accent is an easily achieved note of beauty. And it is easy to make your own Christmas tree, with the following guide: cut out a cardboard tree, about two feet high; make holes in ends of branches large enough to insert the socket of a Christmas tree bulb; cover the cardboard with green crepe paper and make fringes of crepe paper to encircle the electric bulbs.

The first few weeks after Christmas are often extremely difficult ones in which to find interesting themes for centers of interest. Numerous everyday objects, however, may be used at this time. A vinegar cruet, small and insignificant though it may be, can enliven a dull corner when backed by a colorful plate. Water goblets, when arranged on either side of a crystal platter, provide an interesting effect.

Bean pots may serve as sturdy book ends for those heavy text and reference books. Colored pottery coffee pourers are objects of interest in themselves. Salt and pepper shakers of odd shapes are effective on either side of attractive salad or dessert plates. A pretty gumdrop bush can be made by cutting a tin can into strips, curling the strips, and spearing gumdrops on these "branches."

Here are a few final suggestions which are applicable in any homemaking department for notes of beauty. Grind off the rough edges of those cups with broken handles and employ them as tiny jardinieres for cactus plants. Suspend your crockery custard cup by a net of

(*Continued on page* 14)

PROPER TRAINING FOR FOOD HANDLERS

Kentucky Food Industry and Vocational Education Cooperate in Training Courses

JOHN STANFORD
Assistant in Vocational Education
University of Kentucky

IN A Kentucky city recently, a hotel grill was doing a big business. How many dollars were pushed by the customers across the counter and into the cash register, only the management knows.

But—how many dollars of business were being lost, only the customers can decide. For, odd as it seems, in the very season of record prosperity, the manager of this hotel was writing his own death warrant for future business and good will.

Why? Simply because the employees paid little attention to the art of handling food properly. Some of the waitresses were not food handlers, but rather "greasy-spoon hash slingers" in the most literal sense.

Keeping employees up to definite, pre-established standards of cleanliness and neatness is a real, vital problem that operators cannot afford to sidestep. And in several states the public authorities have offered hotel and restaurant managers concrete assistance in training good employees. Kentucky's Division of Distributive Education, for example, in cooperation with the State Health Department, has organized classes in food handling that furnished instruction last year to over 3,000 workers.

This practical, steamlined course is given in four two-hour sessions and the time and place are suited to the convenience of enrollees. A training expert teaches better food handling methods by lectures, motion and slide films, discussions, laboratory sessions and literature.

This training is offered free, with "no strings." Many employers pay full wages to food handlers attending the course, or even give them bonuses for doing so. And no manager has ever regretted money spent this way, because the instruction has paid dividends in efficiency and customer satisfaction.

In addition to the benefits received by those attending, management profits because a trained employee handles food quickly and neatly, thereby leading to customer appreciation for food served under sanitary, attractive conditions. Employee turnover is reduced, because a worker who has been taught the correct, efficient—and therefore easier—methods is happier and better satisfied than one who has not received instruction. And of equal importance is the fact that with a well-trained staff there is little chance for a case of disease or food poisoning to give an establishment fatally bad publicity.

Employees attending three course sessions out of four are awarded a food-handling certificate carrying statewide recognition. Thus the employee has an incentive during the course and a sense of achievement afterwards, while his manager knows that he is reliably trained. The names of food handlers awarded certificates are published in local newspapers. This again boosts employee morale, as well as giving fine publicity to hotels and restaurants whose employees are listed.

According to Arthur Eversole, state teacher-coordinator for the food handler's schools, every effort has been made to make methods of instruction clear and interesting to those who attended the classes. Endless search has been, and still is being made to find and obtain materials and equipment that will make it possible to deal with the problems involved in the handling of food. That we have gone far and are still making progress in this effort is evidenced by the fact that there is a growing interest in the work being done in the schools for food handlers. The demand for the course has already outgrown the funds and facilities available for providing it.

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The President's Conference on Industrial Safety

A REPORT ON THE WASHINGTON MEETING SEPTEMBER 27, 28 AND 29, 1948

U. S. DEPARTMENT OF LABOR

Committee on Education, President's Conference on Industrial Safety. Richard A. Lester, Princeton University, Chairman; Victor Reuther, United Automobile Workers C.I.O., Vice-Chairman; L. H. Dennis, American Vocational Association, Secretary

By Roy R. Van Duzee
Member of the Conference;
Director, West Allis School of
Vocational and Adult Education

ON September 27, 28, and 29th, the President's Conference on Industrial Safety met in Washington, D. C. The Honorable Maurice J. Tobin, Secretary of Labor, is general chairman of the conference. Leaders from management, labor, governmental services, public agencies, and the armed forces are on the coordinating committee.

The President's conference was planned in two parts —an organization meeting in September and a large comprehensive meeting in spring. The committee met the first three days of the last week in September for the purpose of establishing scopes, objectives, committee organization and procedure for the seven technical committees which will study and analyze the problems within their respective scopes and prepare reports and recommendations for consideration by the members of the spring conference.

The September 27 meetings were held in the Departmental Auditorium. The day was devoted to explaining the need which caused the conference to be called. There were addresses by the Honorable John Steelman, Assistant to the President; Honorable Maurice Tobin, Secretary of Labor; Honorable Frances Perkins, and other dignitaries.

On September 28, the second day of the conference, the seven technical committees; namely, Accident Records, Analysis and Use, Education, Engineering, Labor-Management Cooperation for Safety, Laws and Regulations, Programs and Services, and Research, met as individual committees.

The Committee on Education with Mr. Richard A. Lester, Chairman, Mr. Harry Becker, Vice Chairman, and Mr. L. H. Dennis, Secretary, met as a Committee of the Whole. The committee adopted the following scope:

Scope of Committee on Education

The committee will study the needs and methods of adequately integrating and implementing industrial safety education and training in all pertinent areas and levels of education as conducted by educational institutions, employers, labor and public and private agencies.

Within this scope the work was subdivided into four groups as follows, and a subcommittee assigned to develop the details for each group:

Subcommittee A—Schools

1. Elementary
2. Secondary schools—general, vocational, and technical

3. Universities and colleges—extension facilities

Subcommittee B—Employers, including governments as employers

Subcommittee C—Labor

Subcommittee D—Public

1. Governmental agencies
2. National Safety Council, etc.
3. Insurance companies
4. Advisory committees
5. Chambers of Commerce and other service groups

Each of the subcommittees met, discussed its problems and the best basic approach, and planned further work. Specific assignments were made for its prosecution. All subcommittees were instructed to make progress reports to the Chairman of the Research Committee during December.

The spring meeting of the conference was announced for March 23, 24, and 25, 1949, in Washington, D. C.

The third day of the conference was given over to committe reports, a summation of reports and addresses and instructions as to dates when reports are due. The main points stressed at the conference were:

1. That the tremendous waste in human and material resources due to industrial accidents is to be attacked.
2. That accident reduction is a joint management-labor job which must be attacked through voluntary cooperative efforts.
3. That physical conditions must be improved through better codes, regulations and social and public services.
4. That a critical spot lies in the small plants where the greatest number of employees work and where over 70 per cent of accidents are sustained.
5. That accident prevention must be treated as an important department of business, which it is. Stress was made on the point that business pays for an accident prevention program whether it maintains one or not.
6. That management must be interested in accident prevention programs. The program must have management's interest and active support, include a supervisory program and provide for the training and upgrading of workers.

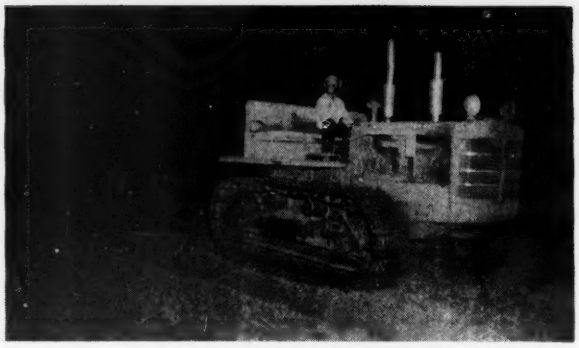
Attendance at the conference was an inspiration. With conference members coming from all sections of the United States and representing various occupational interests, a diversity of experiences and viewpoints was expressed. All participants gleaned many new ideas. They universally expressed the hope that they might help fulfill the purposes of the President in calling the conference for the purpose of reducing accidents.

AVA members serving on the committee, in addition to Committee Secretary L. H. Dennis, are DeWitt Hunt, Oklahoma A & M College, Stillwater, Okla., and Roy R. Van Duzee, West Allis School of Vocational and Adult Education, West Allis, Wis.

PHOENIX PROGRAM IN THE "SIXTY PER CENT"

(*Continued from page* 3)

zations. The committee is organized on a rotation basis in order that everyone will be given an opportunity to serve and contribute to the progress of the program. The Ford Motor Company, through the Madison Motors of Phoenix, has made available to the Phoenix Technical School the first truck to be used in the program. The truck is painted the school colors—red and silver—and is a new 1948 Ford pick-up with a 4-speed transmission. Dual controls and other equipment such as air brakes, etc., will be installed on other equipment as the program increases.



Farm Tractor Training at Phoenix Tech

Through the medium of training in the important technical requirements that qualify an individual as a good truck or bus driver in relation to his job and community responsibilities, as well as through the course in general education that will be included in the fleet training program, it is believed that the objectives of well-rounded education can be achieved. The following programs are planned:

1. A course on the secondary level, where the basic program will be centered around the regular driver training program of passenger cars, auto mechanics and auto body and fender repair, as well as technical related subjects necessary in the operation of trucks and buses, plus general education subjects—English, history, economics, mathematics, general science, etc. This program will be a four-year general high school course of study.
2. A program for individuals who have already graduated from high school and who will register for intensive training of related subjects that will develop the necessary qualifications for employment.
3. A program that will involve refresher courses and periodic ability tests. This program is to be worked out with the individual fleet operators and other organizations interested.

The programs now in operation and those planned for the future naturally will require considerable truck and tractor operation and maintenance in connection with our regular program of driver training and maintenance of trucks, buses, and tractors. The Phoenix Technical School now has equipment including: 1 Gibson Tractor 6 HP; 1 Ford-Ferguson Tractor, 10-18 HP; 1 John Deere Tractor; 1 TD-6 International Tractor; 1TD-18 International Tractor; 1 low-boy, 16-ton capacity trailer; 1 International 2½ ton, 6 x 6 truck; 1 Ford Truck, 1½-ton.

In addition to the great need for driver training on a commercial basis, the Phoenix Technical School is not neglecting the needs in agriculture. The operation and maintenance of truck and tractor equipment is another phase of the training program to be emphasized by the Technical School. At the present time, the Vocational Agriculture Department, in cooperation with the Future Farmers of America, operates the following projects: dairy cattle, 32 head; beef cattle, 19 head; poultry, 400 hens and 2,000 chicks; swine, 1 head; bees, 10 hives; and in crops, 90 acres of barley, 10 acres of wheat, 5 acres of watermelon, and 1 1/10 acres in truck gardens. In the near future it is planned to have approximately 200 acres under cultivation.

NFA
PICKS 1948 WINNER

OUTSTANDING SUPERVISED FARMING PROGRAM WINS "NATIONAL STAR SUPERIOR FARMER" DEGREE

By Ruby Corder

Claude H. Royster of Littleton, N. C., National Star Superior Farmer, 1948

AS THE most successful young farmer of the New Farmers of America, Claude H. Royster, aged 23, of Littleton, N. C., was winner at the recent annual national NFA convention of the National NFA Star Superior Farmer Degree and for this achievement was awarded $136.92 by the Future Farmers of America Foundation, Inc. This degree was awarded on the basis of his verified record of trustworthiness and dependability of character, his participation in positions of responsibility and leadership in his school and community, and his success in carrying out a supervised farming program.

During the four-year period of 1939 to 1943 in which Claude attended vocational agriculture classes in the McIver High School he was an active NFA member. He was called to the armed services before graduation, but after returning from the war in April 1946 he began veteran farmer training classes and put in an enlarged farming program.

Claude lives with his family, consisting of his parents, a brother and a sister, on a 65-acre farm. His father has never made him a co-partner in the farming business, but Claude has purchased 35 acres outright and also adequate workstock and equipment from profits received from his supervised farming program and from savings while in the army. He early established a good credit rating which has aided him in obtaining loans from local agencies for financing his enlarging farming projects, his father endorsing with him all notes. Beside becoming progressively established in farming himself, Claude's assistance has enabled his father also to become a landowner.

This young farmer has enlarged the size of his farming program and increased his income each year, and through diversification of projects he has gained experience in raising most of the field crops and farm animals common to his region. He planted an acre of cotton each of his first two high school years, and the next two years he increased his cotton acreage to 1½ acres. Cotton was his only money crop except for a half acre of tobacco in his senior year on which he realized $216. This, together with the $377.75 received for his cotton, made his total income $593.75. However, his contributions to the needs of the home farm were appreciable. As feed for livestock he averaged an acre and a half of corn each year; the second and third years he raised an acre of clover and also added an acre of wheat the third year; the fourth year he again planted an acre of wheat and also 2 acres of rye. His acreage for field crops the first year was 2½ acres, the second year 3½ acres, the third year 4½ acres, and the fourth year 7 acres. As meat for the family table he carried baby chick projects each of the first two years; the second year he had 10 laying hens and bought a brood sow which added a litter of 4 pigs to his third year's farming program.

Before joining the army he had time to finish only one year's out-of-school supervised farming program. He realized a money income of $812 on 2 acres of tobacco, $144 on 2 acres of peanuts and $87 on ½ acre of cotton, making the total amount of farm income received that year $1,043. As feed crops he raised 1 acre of corn, 3 acres of wheat and 5 acres of rye. He also owned a brood sow.

On returning from the war Claude entered veterans' farmer training classes and put in a farming program on which he realized in 1947 $890 on 2 acres of tobacco and $180 on 2 acres of peanuts, or a total income of $1,070. For feed crops he planted 3 acres corn, 4 acres rye, 2 acres wheat, 1½ acres lespedeza. He had 6 hogs and 75 laying hens.

1948-49 National Officers, New Farmers of America: (left to right) Charles C. Jackson, 1st Vice Pres.; Rupert Seals, President; Robert Jackson, 2nd Vice Pres.; Frank M. Harris, Reporter; Thomas Bittle, Secretary; Willard Dallas, Treasurer; Lloyd Milburn, 3rd Vice Pres.

COURTESY U. S. OFFICE OF EDUCATION

His 1948 crop had not been harvested at the time of making out his application for the degree, but he was carrying out approximately the same farming program as in 1947.

From the first year he began his supervised farming projects he began to deposit his money in the bank and established habits of saving. His investment in land is valued at $1,130 for 35 acres. He owns only 1 horse but has an arrangement with his father for the use of work stock. He has built his own tobacco barn, poultry house, and garage, and these together with his plows and planters are valued at $2,225. In January 1948, at an outlay of $400, he built a small building and bought stock for a general store which he operates in connection with his farming business. This enterprise has proven profitable.

Claude has manifested a progressive attitude in using improved farming practices in his farming program which have added to his fine yields. Under the supervision of his vocational agriculture teacher, he has selected certified seeds of proven varieties for planting, tested seeds for germination, tested soils, determined and mixed required fertilizers, selected plant bed sites, treated tobacco beds against blue mold, installed an oil burner in the tobacco barn, controlled insects and plants pests, pruned fruit trees, culled laying hens, mixed home-grown feeds for balanced rations, and delinted cotton seeds. He has improved the land by draining and terracing, established a permanent lawn, planted shrubs and grass, and started a 3-acre permanent pasture. The comfort, convenience, and appearance of the farm home have been enhanced by adding a room and putting a new roof on the house, installing a sanitary toilet, and repairing steps, windows, screens, and the interior of the kitchen. He has also painted the house and store. The general appearance of the Royster house is excellent, and all the farm buildings and equipment are maintained in good condition. Thus the productivity, utility, livableness, and value of the home farm have been greatly increased through Claude's training and ability to carry out improvement projects on land, house, and grounds. Claude and his father are following an energetic program of farm home improvement with plans for buying more land, building up the soil, adding to the storage space for equipment, and constructing more barns.

Claude has maintained an active interest in cooperative activities not only in the NFA but in school, church, and community affairs. He was reporter, vice president, and treasurer of his local NFA chapter during different years. One year he was toastmaster of the chapter NFA Father-Son banquet, and was vice president of a Chapter Conducting Contest held on the district level of the NFA. He was chairman of three committees of the NFA, one for selling chickens, one for buying and selling hybrid corn, and one for handling exhibits at the NFA fair. In his participation in recreational activities he was made captain of his softball team and co-captain of his basketball team. He was also captain of the district NFA judging contest. He was president of the school glee club and was teacher and assistant superintendent in his Sunday school and usher in his church. He is expressing his adult interest in agricultural problems in his neighborhood by joining the Purebred Pig Chain, the 100 Bushel Hybrid Corn Club, and the McIver Credit Union.

It is important that the National Star Superior Farmer should be worthy of emulation by other NFA members. Leaders in his community recommending Claude for this degree were unanimous in praising him particularly for his exemplary qualities of character, his standing as a citizen and active participation in community projects, as well as his accomplishments as a farm worker and manager.

The record of this young man gives concrete evidence that other young men may achieve success in farming if they have the energy, persistence, and the training that is provided in the public schools of America through vocational agriculture departments.

BEAUTIFYING THE HOMEMAKING DEPARTMENT

(Continued from page 9)

colored cord and use it to hold your new ivy plant. If you're not serving tea for a spell, let your philadendron make its home in the teapot. Use refrigerator dishes for left-over plants as well as left-over foods. And even the "farmer's daughter" comes in for a show with daisies in her bonnet (place a small mixing bowl inside the crown).

The extent to which you can beautify your homemaking department is limited only by your supply of everyday items of equipment such as these—and your own ingenuity!

AUTOMOTIVE CONFERENCE MEETS TO PLAN MILWAUKEE PROGRAM

A meeting of the Automobile Industry-Vocational Education Conference group was held in Detroit, October 15th, and preliminary plans were discussed for the meeting of the Automotive Mechanics Division which will be held in Milwaukee on December 3rd in connection with the annual convention of the AVA.

It is anticipated that recommendations will be made at the convention meeting on many aspects of automotive mechanics instruction in public schools. In addition, methods for carrying out the proposals will be explained at the meeting. Subjects to be covered include the following:

1. The attraction of good caliber students.
2. Aids for the selection and guidance of students.
3. A program for upgrading "in-service" teachers.
4. The inauguration of "initial" teacher-training programs.
5. A public school automotive curriculum, covering six areas of instruction with fundamental jobs named as "vehicles" for instruction in each area and teacher specification sheets for each job named.
6. The development of specifications and layouts for one-room and multiple-room school automotive shops.
7. A listing of all tools, equipment and supplies needed for each job mentioned in (5), based upon individual analysis of the jobs.
8. An estimation of the quantities required and the length of time expendable supplies and equipment may be expected to last.
9. The compilation of two bibliographies on automotive servicing; one on mechanical repair and the other on collision repair.
10. The listing of manuals, charts, booklets and catalogs which may assist the automotive teacher and which are available to him free or at a nominal cost.
11. A program for stimulating closer cooperation between automobile dealers and the schools in their communities.

CONTINUING

Distributive Education for Graduates

South Carolina Offers Program for Out-of-School Youth

M. C. SMITH, *State Supervisor*
Distributive Education, State of South Carolina

THE great need for training of young distributive workers becomes very evident when we consider such questions as the number of persons engaged in distributive occupations, the increasing number of individuals who enter the distributive field each year, the appalling number of failures among small retailers, the unsatisfactory service rendered to consumers, and the high personal and social costs that accompany inefficiency in the distributive occupations.

A survey of needs and facilities is necessary in determining the training program. Training at public expense can be justified only in terms of the contribution it makes to the welfare of society through the working ability of those engaged in distributive occupations. The fundamental basis for distributive training under public support, therefore, should be built on social-economic objectives. Improvement of the standards of living of the people through increased production in agriculture and industry must be effected by the continuous development of effective educational programs in training people in distribution and consumption.

The local school is responsible for the local program and its operation. The local superintendent of schools with the cooperation of the county superintendent of education work together in developing a local program that fits the needs of the people in that area who are engaged in the various phases of distribution. In large areas, itinerant teachers are used to reach a larger number of out-of-school youth; and in order to be enrolled in this group, young people must be already employed on a part-time or full-time basis in some distributive occupation or are being prepared to engage in a distributive occupation by working and attending special classes. The difference in this method and the cooperative program is that in the cooperative program a youth is enrolled in the regular school and the work experience or the related training may be of little benefit, because many drop out of distributive employment after leaving school. The out-of-school training is more effective because it reaches directly into the distributive occupations. These youth may get this training at certain periods during the school day, but are not enrolled in school, or their training may be on the job. The same teacher may be used in this training.

D. E. Graduate Joyce Compton Is Enrolled in the Out-of-School Program

GREEN'S STUDIO, ANDERSON, S. C.

Graduates Return to the Classroom for Continuing Training in Retail Selling

It is necessary to offer to the out-of-school youth this specific distributive training because of the drop-outs and retardation prevalent in our high schools. For the year 1947-48, we enrolled in the regular cooperative high school program 489 students; while in the out-of-school, extension part-time program we enrolled 2,255 young distributive workers; and in the evening part-time adult program we enrolled 16,052.

From the above, it can readily be seen that the big problem in Distributive Education Training is to reach the out-of-school workers. This problem is one that is shared by both the teachers of Distributive Education and the workers themselves. The program must be elastic enough to reach all groups and all workers in each group. This entails the use of materials of great variety, and many levels. The scheduling is very important. It must fit the needs of the workers and the convenience of the employers. Most of the entire out-of-school program depends upon the efficiency of the teacher, the cooperation of the school officials and the merchants group, and the interest of those to be trained.

The above figures clearly show that, where such a program is operated, we have the support of both workers and employers for the out-of-school Distributive Education Training Program.

Their Future is in the

Meat animals are what they eat! It takes a balanced ration to keep them healthy, growing and gaining. Successful livestock men know this. Hundreds of controlled feeding experiments prove it. Morrison, the great feeding authority, states—"Lambs on unbalanced rations require 46% more corn and 15% more hay for each 100 pounds of gain!"

Balanced rations for hogs show spectacular results. Anyone can make a lot of fat and a little lean with corn and water. But that's the slow, expensive way. It takes a pile of corn to do it. But with corn *balanced with proteins and minerals and vitamins*, hogs can be fed to market weights in six months or less. Think of the corn you can save—11 bushels of corn alone will make 100 pounds of pork, but only 6½ bushels of corn plus 35 pounds of protein supplement will do the same job faster.

Scores of feeding trials prove that a *balanced ration* pays with steers and lambs, whether on the range or in the feed lot. In fact, the same basic principle applies to all livestock and poultry. Forage and other home-grown feeds, properly balanced with proteins and minerals, make more and better meat pounds at less cost.

Continuous research affords new and exciting means of using available materials in improved rations for livestock. At first, tankage alone was used to add protein to hog rations. It did a good job. Then research proved that a combination of proteins is better than one kind alone. A mixture of tankage, soybean meal, linseed meal and, in some areas, cottonseed meal, produces better quality pork even faster. This improvement in rations makes for more efficient and economical use of proteins. But what about vitamins and minerals? Here, too, many advancements in techniques of supplying these nutrients have been made. Dehydrated alfalfa, milk solids, vitamin oils, and some synthetic sources provide essential vitamins and other factors. Mineral balance is necessary, too. Salt, the universal need, supplies sodium and chlorine. Steamed bone meal supplies calcium and phosphorus, and other major minerals. With these, alert research men now are combining other known essential elements, such as cobalt, manganese, iron, iodine, copper, and magnesium, to turn slow gainers into fast gainers.

Soda Bill Sez:

You can't make money last *unless you make it* first!

What America needs is less soiled conversation and more soil conservation.

Marvin Koger

First Calves Forecast Production

by Marvin Koger, Animal Husbandman
New Mexico A. & M. Experiment Station

Want to estimate efficiency of calf production in your cow herd? The cow's *first calf* tells more than her good looks. In a New Mexico study, we took the weaning weights of first calves weaned by three-year-old cows. These weights were compared with the weaning weights of calves raised by these same cows in the next four years. Cows and calves were placed in five groups (according to the weaning weight of first calves). Here's the 5-year record:

Groups	Average First Calf Weights From 3-Year-Old Cows	Average Calf Weights From Same Cows for Next 4 Years
Group 1	321 pounds	404 pounds
Group 2	349 pounds	417 pounds
Group 3	383 pounds	430 pounds
Group 4	409 pounds	443 pounds
Group 5	441 pounds	456 pounds

Considering only the two extremes, Group One and Group Five, it was shown that breeding stock picked from Group One could be expected to produce, for the next four years, calves that had a yearly average weaning weight of only 404 pounds. But those picked from Group Five should produce calves with a yearly average weaning weight of 456 pounds, 52 pounds more than Group One.

These figures show that later calves are apt to be a repeat performance of the cow's first calf. Cows doing poorly their first calving year continued to produce the lightest group of calves. They were poor risks. Culling cows with light, scrubby first calves would be well repaid in greater profit through more efficient production.

If you would like a full report on this experiment, write to New Mexico A. & M. Experiment Station, State College, N. M.

How good are you kids at knowing the names of the animals used to help you play games?

In baseball, what part of a *steer* do you wear? Why, the *glove* has a padding that's made from its hair!

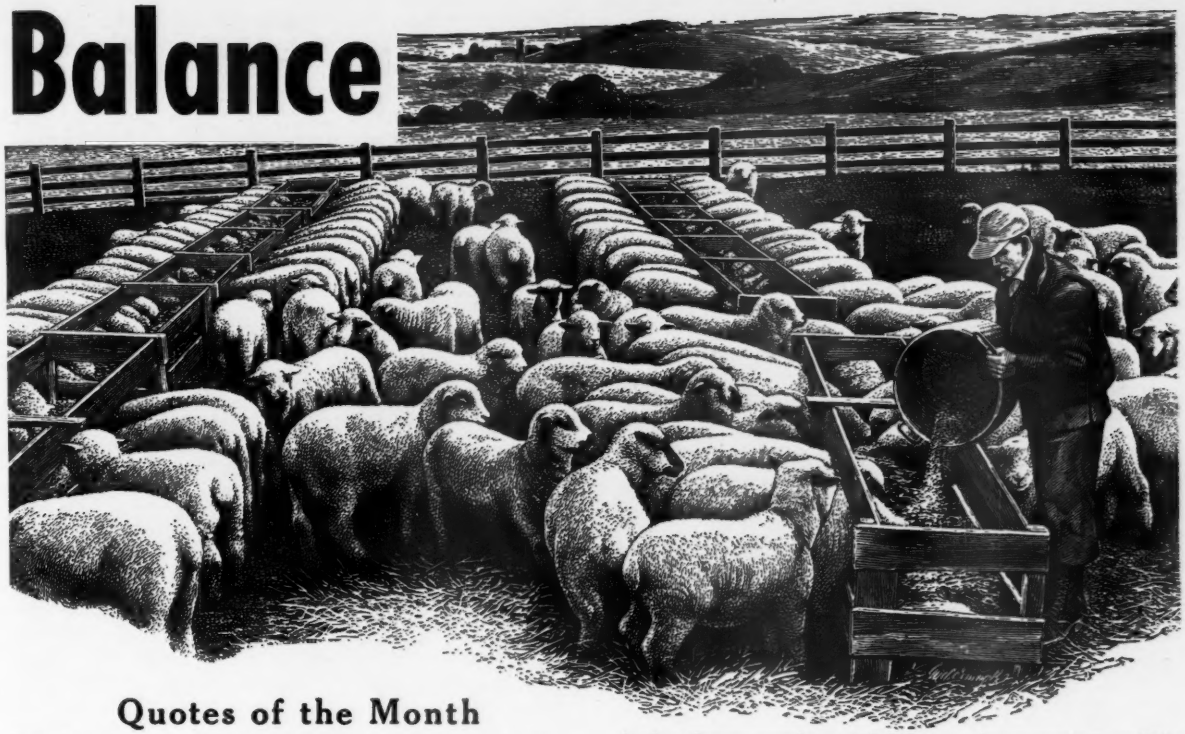
In what game would you say the *pig* best fits in? Yes, football, that's right—the ball's called a "pigskin"!

And the last time you walloped a tennis ball—wham! Did you know that the racket strings came from a—*lamb?*

By-products that meat packers save every day increase livestock values, make stockmen more pay.

Swift & Company UNION STOCK YARDS CHICAGO 9, ILLINOIS

Balance



Quotes of the Month

It's cheaper to warm water with fuel in the tank heater than with corn in a steer.

E. T. Robbins, *University of Illinois*

For proper nutrition of brood sows, feed good quality alfalfa hay liberally, ground or otherwise. Use at least 15% in mixed rations for sow, or self-feed the hay in a rack.

Wisconsin Agricultural Experiment Station

A flock of 300 hens will consume 17 tons of water annually. If possible to install, running water in a laying house will save a lot of walking, carrying and plain hard work.

M. A. Seaton, *Kansas State College*

A phosphorus supplement fed to ewes in amounts to satisfy their requirements would increase their vitality, help maintain their weight during the winter, and increase the percentage lamb crop.

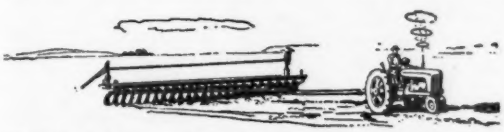
Farm and Home Science, Utah

Martha Logan's Recipe for
BAKED HAM SLICE

Cover a 2-inch-thick slice of ham with honey or orange marmalade. Add 1 cup water or fruit juice. Bake in a covered pan in a slow oven (325° F.) about 25 to 30 minutes per pound (about 2 hours).

"It takes a big tractor to pull a heavy-duty plow"

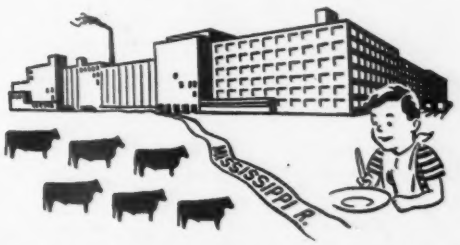
This large tractor is especially designed to handle the big and heavy jobs—easily, efficiently, economically.



This little tractor is good when used for its proper purposes. But it is not built to pull such a heavy plow.

It's the same way with business, including the meat-packing business. There's need for all kinds and sizes of packing plants—large ones as well as small ones. Two-thirds of the livestock is produced west of the Mississippi River. Two-thirds of the meat is eaten east of it. Bringing meat and meat-eaters together is a *big job!*

That's where the "big tractor" proves its worth. The country needs nation-wide meat packers like Swift & Company. For with processing plants located where



most of the livestock is raised, *we can help bridge the gap between western range and feed lots and the kitchen range.* It is an important job, filling the vital needs of producers and consumers. As we have served them over the years, we have grown. And as we have grown, so also our *ability to serve* has grown.

P. M. Jarvis

P. M. Jarvis,
Vice-President,
Swift & Company

• • NUTRITION IS OUR BUSINESS — AND YOURS • •

Right Eating Adds Life to Your Years — and Years to Your Life

A REFRESHING RETIREMENT

DR. WILLIAM T. BAWDEN
Director of Publications
Kansas State Teachers College
Pittsburg, Kansas

Dr. Bawden corrects galleys for a new catalog

IT IS a pleasure to respond to the request for a brief statement concerning my "present location and present activities."

To provide a background for such a statement, let me say that I came to Kansas State Teachers College as guest professor in the Graduate Division for the Summer Session of 1933. At that time I was editor of *Industrial Education Magazine*, Peoria, Illinois. I returned to the college in the Summer Sessions of 1934 and 1935. In August, 1935, I was appointed Head of the Department of Industrial Education. On July 1, 1945, having passed the age of retirement for heads of departments, as established by the retirement plan set up by the Kansas State Board of Regents, I stepped out as head of the department, and was assigned to full time duties as director of the college publication. My present work is that of editorial supervision of the bulletins published by the college, including the Annual Catalogue, the Bulletin of the Graduate Division, the Bulletin of the Extension and Correspondence Service, the Student Handbook, the Summer Session Announcement, and others. I am also editor of *The Educational Leader*, professional journal of the college faculty, which appears twice a year.

In preparing this statement for the AVA JOURNAL, it is impossible to avoid taking a backward look and introducing an historical note. Not many members now active in the AVA were participants in the beginning of the movement which accounts for the existence of the Association, and doubtless many know little or nothing of the events of the early years. Further, I have been the recipient of many honors awarded by the AVA and its predecessors, for which I seize this opportunity to express something of my appreciation.

The American Vocational Association was organized at a convention held in Louisville, Ky., in December, 1926, by the merger of two other associations, the National Society for Vocational Education, and the Vocational Education Association of the Middle West. The National Society for Vocational Education was the direct successor of the original National Society for the Promotion of Industrial Education, which was organized in New York City in the fall of 1906, and held what was designated its first annual convention in January, 1908, at the Auditorium Hotel in Chicago.

The number of conventions held by these four associations is:

National Society for the Promotion of Industrial Education, 1908-1917	11
National Society for Vocational Education, 1918-1925	9
Vocational Education Association of the Middle West, 1915-1926	12
American Vocational Association, 1926-1947	22
	54
Deduct, Joint Conventions (duplication)	3
Total number of conventions, 1908-1947	51

I am proud of my record of attendance, for of the 51 conventions I attended all but seven, and I am equally proud of the fact that during these years I was invited to appear on the convention programs on twenty-seven occasions.

Other experiences that I recall with great satisfaction were the dinner-conferences for which I arranged the programs, as representative of the U. S. Office of Education, during the nine-year period from 1914 to 1923. Each conference was held on the evening preceding the opening of one of the conventions, with a program following the dinner, consisting of two or three opening speakers, a period of general discussion from the floor, and closing with a summary. Printed reports of the proceedings were widely distributed by the Office of Education. Fourteen of these dinner-conferences were held: National Society for the Promotion of Industrial Education, 3; National Society for Vocational Education, 6; Vocational Education Association of the Middle West, 5.

I am proud also of the fact that through the years I have been invited to serve on important committees of the Association, having served on the Committee on Resolutions twice, and on the Committee on Nominations once. The Committee on Standards of Attainment in Industrial Arts Teaching, of which I was one of the original members, was appointed in March, 1928. I served as chairman of this committee in 1931 and 1932; and as a member of the Editorial Sub-Committee in 1945 and 1946. In addition, I served on the Committee on the Reorganization of the Structure of the American Vocational Association; Committee on Policies and Planning of the Industrial Arts Section; and the Committee on the Contribution Vocational Education Can Make to the Life Adjustment Education of Youth.

Like everyone else, I suppose, the possibility that I would some day reach the age of retirement always seemed so remote. When I did think about it, it seemed such a disagreeable subject to contemplate. Now that the time is actually here, I find the status much more agreeable than I ever expected. Retirement for me, three years ago, meant something different from what is ordinarily involved, for I continued with full-time duties, although with a complete change of assignment.

During my nine years in the U. S. Office of Education a considerable part of my activities consisted of writing and editorial work on bulletins. For over 30 years, seven of which were on full time in Peoria, I was engaged in writing and editorial work on *Industrial Education Magazine*. For these reasons I find my present work on the college publications a most congenial assignment.

(*Continued on page* 22)

Is Trade and Industrial Education Adequate?

California Study Shows Need for Expanded Programs

MILES H. ANDERSON
Assistant State Supervisor
Bureau of Trade and Industrial
Education, State of California

IT IS wise for industrial educators to examine their efforts with a critical eye from time to time so they can see if what they are accomplishing meets the needs of labor, management, youths, and adult workers in an effective way. With this thought in mind, let us analyze the job we are doing in trade and industrial education in California to see if we are adequately fulfilling our responsibility for providing opportunities for becoming economically efficient to all the citizens of our state.

The present population of California is estimated to be slightly more than 10,000,000, and the total labor force of the state is 3,660,000 workers, based on the U. S. Census of 1940, with adjustments for the increases in the population of the state that have taken place since that date. These 3,660,000 workers are distributed among seven broad classes of work in the following proportions:

	Per cent
Professional and semi-professional	9.7
Proprietors and managers	11.3
Clerical and sales	20.9
Craftsmen and foremen	12.9
Operatives and kindred workers	15.3
Service workers (not domestic)	14.2
Farmers and agricultural workers	15.7

We as industrial educators are not responsible for training farmers, business workers, or professional workers. We are responsible for training industrial workers only, those classified as craftsmen and foremen, operatives, and service workers. But are we responsible for all these workers in the sense that we should organize specific industrial education programs for all of them? This depends on what they do and what training they must have to do it. The 42.4 per cent of the total working force in California that is engaged in trade or industrial work amounts to 1,551,000 workers, divided as follows:

Supervisors (top level)	45,200
Technicians	15,000
Skilled craftsmen	907,800
Operators, semi-skilled, unskilled workers	583,000

With few if any exceptions, operators, semi-skilled and unskilled workers can learn their work on the job in such a short time that it is not practical nor economical for the public schools to attempt any specific trade training for them. The best contribution the industrial educator can make toward the proper instruction of these workers is to train the foremen and supervisors to do good job instruction. A marginal note at this point, to be given later consideration, is to be sure to check on our enrollment statistics to see if we have given enough job instructor training courses to properly train the 155,200 individuals on the various levels of supervision in the state.

The 15,000 technicians, who hold positions such as laboratory assistant, dental technician, optical technician, and similar jobs, are workers for whom we should be offering training. There are so few of them in comparison to other groups that we tend to overlook them, but they are important because of the kinds of work they do.

Our chief responsibility as industrial educators is training for the skilled crafts, since a long period of training and the acquisition of a large amount of technical knowledge are necessary if one is to become a skilled craftsman. The skilled crafts are found mostly in building construction and service work of various kinds. The skilled crafts are not found in such large numbers in the huge mass production manufacturing enterprises as one might think. Such industries do employ many craftsmen, but very few compared to the number of semi-skilled workers employed. Therefore, industrial educators find themselves dealing mainly with small, individual business men and contractors and their trade associations on the one hand, and with the representatives of the craft unions on the other.

Employer and employee organizations in the skilled crafts are tending more and more toward requiring those desiring to enter the crafts to serve an apprenticeship period of from one to seven years, depending on the craft. Apprenticeship is primarily an educational program, and all educators are directly responsible for assisting in making their local apprenticeship training programs successful. They are responsible for providing high quality classroom technical instruction for the apprentices in public school classes provided for the purpose. Apprenticeship is the key program in trade and industrial education in the public schools today. This being the case, the next step is to determine how many craftsmen we have in California, and how many new craftsmen are required each year from the apprenticeship program to maintain this number.

There are 922,800 journeyman craftsmen in California, if we include the technician group, and statistics on deaths and retirements indicate that about 3.3 per cent of the journeymen drop out each year due to these causes. This means that we must provide 30,400 new journeymen each year to take their places. This will maintain the number of journeymen at the present level, but will not provide for an increase.

If we are to provide 30,400 new journeymen each year, then we must graduate that many apprentices from our apprenticeship training program each year. While apprenticeship vary from one to seven years, the average is four years. Using the average, we must have 30,400 apprentices in training in each of the four years of apprenticeship to turn out that many annually, a total of 121,600 apprentices in training. However, we know from experience that many boys start as apprentices,

but soon quit for various reasons. If we want to have 30,400 apprentices graduating each year, we must start far more than this number in the first year of apprenticeship. Our experience with drop-outs in the apprentice training program in California indicates that we must have apprentices enrolled in each of the four years as follows:*

First year	66,200
Second year	46,280
Third year	36,090
Fourth year	31,900
Total	180,470

At the present time there are not 180,470 apprentices in training in California, the number that would be required if we had a really adequate apprentice educational program in this state. We have only 31,483 apprentices enrolled, about one-sixth of what we should have. There is no cause here for smug complacency on the part of California's educators.

In California the primary purpose of the day school trade and industrial education programs, that is, the unit day trade, trade preparatory, and cooperative programs, is to prepare a youth for advantageous entrance into apprenticeship in a skilled craft. The reasons for this are obvious, as we have seen that those entering semi-skilled and unskilled work can be most efficiently and economically trained on the job, and we have also noted that training for the skilled crafts is the industrial educator's chief responsibility. It is a fact that apprenticeship is the commonly accepted means for entering the skilled crafts. It follows, therefore, that our day school programs should concentrate on preparing students who are future craftsmen in the fundamentals of the skilled crafts so that they will be economic assets to the employer from the first day they go on the job as apprentices, and also so that the turnover of apprentices may be reduced. Every youth who is destined to serve an apprenticeship and become a skilled craftsman should have the benefit of from two months to a year or more of pre-apprentice training in a unit day trade class, trade preparatory class, or cooperative class in a high school, trade school, or junior college. Industrial educators are responsible for assisting in the training of unskilled and semi-skilled workers by offering instructor training for supervisors and foremen who are responsible for instruction on-the-job. They should also offer courses in human relations, organization and management, and job methods improvement for supervisors and foremen. This would do more to train unskilled and semi-skilled workers efficiently than any other activity the public schools could offer.

We recognize in our study of California conditions that we need 180,470 apprentices in training and have only 31,483, but we are also interested in finding out how well our public schools are doing the job of turning out prospective apprentices from the trade and industrial education day school programs. The present apprenticeship program of 31,483 apprentices would require that our schools turn out 11,700 graduates each year if each apprentice recruited is to have some in-school pre-apprentice training. In 1946-47 we actually turned out 4,784 graduates who were placed on jobs—about one-third of the number needed to maintain the present very inadequate apprenticeship program. If the public schools were to graduate enough students to supply the apprenticeship program of 180,470 apprentices that is needed, they would have to turn out thirteen times as many as at present, or 66,200 pre-apprentice students each year. These figures, too, give California educators little cause for smug complacency.

In addition to pre-apprentice and apprentice training, an adequate training job for the trades and industries of California would require an extensive upgrading training program for journeymen, particularly in the technical area. Every employer and employee group questioned on this matter has agreed that many of those classed as journeymen are in need of further training in order to qualify as true journeymen. Some estimated that 10 per cent of the journeymen in the crafts need training, and other estimates ranged as high as 40 per cent. Taking the minimum of 10 per cent as an average, then, we would have a trade extension program with 90,780 journeymen enrolled if we were in a position to supply teachers, classrooms, coordinators, and instructional materials for such a program. We definitely are not in a position to offer such a program at present.

The size of the job to be done by industrial educators in California, if we are to have a program that meets the needs of the trades and industries of the state, is staggering, but it is a job that must be done and that will be done. If it is not done by industrial educators, it will be done by someone else. If the industrial educators are to do the job, several steps are necessary, and they should be taken immediately on a state-wide basis:

1. A study to determine how many apprentices in each of the various crafts will be needed, in what geographical areas they will be needed, what housing, equipment, books, supplies, teachers, and coordinators they will need for their technical work in school, and what those items will cost.

2. A study to determine what number of pre-apprentice students will be required to man the necessary apprentice program, and what housing, equipment, supplies, teachers, and coordinators will be required to carry on an adequate in-school pre-apprentice training program.

3. Capacity of already existing facilities is known, so it would be easy to determine how much additional housing, equipment, and personnel would be required to operate these programs, and how much money would be needed to do the job.

4. A study should be made of the number of journeymen needing trade extension training, and the cost of giving such training should be calculated. The data obtained in 1-4 should be used as the basis for a plan for the program covering a six-year period. Every effort should be made to put the plan into immediate effect.

Putting over as ambitious a program as this would mean a tremendous amount of work over a number of years for all those engaged in industrial education in California, but it would result in an adequate supply of skilled workers to produce the goods and services we need and to serve as a bulwark of industrial production in case of a war. The need in the world today is for more production, and the shortage of skilled manpower is one of the most serious production bottlenecks. California's industrial educators can solve this problem in this state only through immediate and aggressive action. If they fail to do so, the job will be done by others.

* These figures are based on an average drop-out of slightly over 30 per cent over the four-year period. See William F. Patterson and Marion H. Hedges, *Educating for Industry*, page 97.

PROPOSED RULING ON OCCUPATIONAL HAZARDS

AVA STATEMENT PRESENTED AT LABOR DEPARTMENT HEARING

U. S. Secretary of Labor Maurice J. Tobin signed an order on September 10, 1948, which specified "Occupations Particularly Hazardous for the Employment of Minors Between Sixteen and Eighteen Years of Age or Detrimental to Their Health and Well-Being." The order related to occupations involved in the operation of power-driven cold-metal-working machines.

A public hearing was scheduled to be held on Tuesday, November 9, 1948 in Washington, D. C., for parties interested in being heard with respect to the order which affected the following: the occupation of operator of, or helper on, the following power-driven machines is particularly hazardous to the health and well-being of minors between sixteen and eighteen years of age: milling function machines, planing function machines, turning function machines, boring function machines, grinding function machines, all forming, punching, and shearing machines. The order included a provision for the exemption of apprentices employed in accordance with standards established by the Bureau of Apprenticeship, U. S. Department of Labor, or the standards of a state apprenticeship agency recognized by the Bureau of Apprenticeship, or employed under conditions which substantially conform with the standards. The exemption would permit not more than 25 per cent of an apprentice's time in each succeeding 6-month calendar period of his apprenticeship to be spent in operating machine tools declared particularly hazardous.

The proposed order would affect the operation of the part-time cooperative and diversified occupations programs in the vocational schools of the country. A committee of the American Vocational Association was appointed to be present at the hearing to represent vocational education. Dr. Julian A. McPhee, President of the AVA, named the following vocational leaders to the committee: Dr. L. H. Dennis, Executive Secretary, AVA; Joseph R. Strobel, State Director of Vocational Education, Ohio; Dr. M. Norcross Stratton, State Director of Vocational Education, Massachusetts; Warren A. Seeley, State Director, Trade and Industrial Education, Tennessee State Board for Vocational Education; C. L. Greiber, State Director of Vocational and Adult Education, Wisconsin; John A. McCarthy, State Director of Vocational Education, New Jersey, Chairman.

The committee prepared the following statement which was presented and courteously received:

The representatives of the American Vocational Association, which has an approximate membership of 28,000 educators who are engaged in instruction, supervision, and administration of programs of vocational education and the training of personnel for the same in the several states, territories, and insular possessions, wish to present their views regarding the proposed Hazardous Occupations Order No. 8 relative to the operation of cold-metal-working machines by minors of 16 and 17 years of age.

The membership of the AVA, individually and collectively, has supported and wishes to continue to so support any and all regulations that are for the best interests of youth. However, as vocational educators, we have recognized the importance of work experiences as a part of an organized training program for youth who are interested and have the ability to become the skilled workers who are needed in all branches of industry.

We, as vocational educators, have pioneered in the development of vocational programs that have a close relationship between the school and the job where youth divide their time between actual work experiences and school instruction. This instruction relates directly to the mathematics, sciences, drawing, safety needed on the job and to an understanding of relationships in an occupational democracy of which they are a part. Safety practices and an understanding of safety regulations are definite parts of the organized instruction. These part-time programs have been organized and operated in many of the industrial states from 1909 until the present time. There has been an excellent record of achievement in these programs with a minimum of accidents to the youth involved.

The importance of this kind of a vocational program is recognized in the Smith-Hughes Act which was approved by Congress in 1917. This is the basic act for vocational education. All subsequent acts which supplement the Smith-Hughes Act also included provisions for these part-time programs and we, as vocational educators, are charged with the responsibility for promoting, operating and administering part-time programs for the education and occupational training of youth and adults including apprentices. All state plans for vocational education, which are the contractual agreements between the State Boards of Vocational Education and the U. S. Office of Education, include detailed statements regarding the operation of the part time cooperative programs and also include statements showing how the interests and safety of those participating in part-time programs will be protected. These are given practical applications in programs conducted on the local level.

Perhaps it will be desirable for the minutes of this hearing for us as representatives of the AVA to show the relationships between these part-time cooperative programs and the apprenticeship programs which are mentioned in the bulletin, "Occupational Hazards to Young Workers," Report No. 8, U. S. Department of Labor, in which there is this statement, "In order not to interfere unnecessarily with the start of training of apprentices prior to becoming 18 years of age, apprentices should be permitted to operate those types of machine tools, the operation of which has been declared particularly hazardous for minors, provided that the necessary safeguards are established to assure reasonable safety."

We feel that equal consideration should be given to those who are profiting by organized part-time cooperative programs.

Apprenticeship programs are serving a very useful purpose for youth and industry. The supervision which the apprentice receives generally is left to the employer or his representatives or to the periodic visits of in-

spectors from the Department of Labor in the state in which the apprentice is working.

The students in the part-time cooperative programs and the diversified occupational programs are selected because of their interest and ability to do the work to which they have been assigned, as part of their training. They are, in many instances, under the constant supervision of a trained instructor, occupationally competent, who alternates between the school and industry with his group. This situation will be described by Dr. Norcross Stratton, State Director of Vocational Education in Massachusetts, and a member of this committee who has additional material to present relating to the proposed order.

In other instances the students in the part-time cooperative programs are given frequent and, in some instances, daily supervision by specially trained coordinators who are charged with the responsibility of helping these young workers to bridge the gap between the school and the job. These coordinators are aware of the occupational hazards and it is their job to see that attention is given to safety precautions and safe work practices. Dr. Stratton has some interesting records of the accomplishments of the group.

These programs are operated with the advice and counsel of advisory committees consisting of representatives of labor and industry. These same committees, in many instances, serve the apprentice training programs also.

The part-time cooperative programs are a definite recognition of the balance between supply and demand. This type of training is doing much to keep youth in school, and without these programs many youth would be in a competitive labor market for which they are not prepared.

These part-time cooperative programs are not a substitute for apprenticeship and in many instances those who complete the part-time cooperative programs enter apprentice training programs on an advanced basis. Furthermore, the part-time cooperative programs have an additional close relationship to apprentice training because the same administrative unit which provides the related instruction for apprentices also supervises and administers the part-time cooperative programs.

The proposed order has caused many members of the AVA from various parts of the country to contact this committee to register deep concern over the proposed order, which will seriously hamper going programs of vocational education. The following is from the director of vocational education in the great manufacturing center of Detroit, Mr. Earl L. Bedell, and is an example of such concern:

"I have talked with several personnel men, our trade school principals, our Michigan Commissioner of Labor, and our State Director of Vocational Education, and find that we are in agreement that strict control should be exercised over minors employed on these machines, and we are in agreement that apprentices employed in accordance with the standards established by the Bureau of Apprenticeship of the United States Department of Labor, or the standards of the State Apprenticeship Agency, or under conditions which substantially conform to such standards, shall be exempt. Now, it is altogether likely that the Secretary of Labor has inadvertently neglected to exempt co-ops. If, however, there is a serious attempt to curtail the employment of youth between the ages of 16 and 18, it will have a very serious effect upon the vocational education program in Michigan.

"The recognition of the co-op in Michigan by labor, by management, by the State Department of Labor, and by public school authority has made it possible to develop some very fine co-op programs. To have a federal order released without due consideration being given to the careful plans under which the Michigan program is now operating would create a major disturbance in our vocational training program."

A REFRESHING RETIREMENT

(*Continued from page* 18)

This fall I am starting my 53rd year since I graduated from college and began teaching, in 1896. It is appropriate, therefore, that I should begin to take things somewhat less strenuously. I stepped out of my responsibilities in the fields of industrial arts and vocational education cheerfully, for I well know that every career must come to a close. And I am sure that it is best to step out before one is forced to do so by failing health or the infirmities of age.

Not only do I greatly enjoy my work—I think, as much as I ever did—but I have other interests that continue to make life worth living. Among these interests is my music. My musically minded friends tell me I have one of the best collections of phonograph records of classical music in this vicinity—more than 130 albums—no jazz or boogie woogie! Many years ago I partially crippled several fingers playing baseball with my high school boys and college students, and about the same time increasing responsibilities as an industrial arts teacher and director made it impossible to find time to keep up my practice. Consequently I was obliged to give up my playing. In the early days I played the pipe organ in a church for two years. Now I find many hours of enjoyment with my records.

Also, I get a great deal of pleasure and genuine recreation out of my automobile—Studebaker to my Packard and Cadillac friends! Since the wartime restrictions on gasoline were eliminated, I have averaged about 1,800 to 2,000 miles a month.

These and other things are keeping me from growing old!

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". . . . and a Yard Wide"

C. R. MILLARD, Asst. State Supervisor
Department of Distributive Education
State of Oklahoma

(Reprinted from the "Oklahoma Independent")

SOMETIME ago the story came to us of an Oklahoma City merchant who remarked, in discussing an employee whose efficiency had been complimented, "Yes sir, he's all wool and a yard wide. Anybody would have to bid mighty high to get him away from me."

That statement caught our imagination. We fell into a discussion about what makes an employee "all wool and a yard wide" in his employer's estimation, and found a lot of food for thought in that phrase.

First of all, it seemed to us that by "all wool" our friend had meant to convey the idea of genuine good character—trustworthiness, loyalty, honesty, punctuality, reliability, etc. Reflecting that the majority of people in the world could probably qualify as "all wool" we began to wonder whether the intriguing aspect of the problem lay in the "yard wide" part of the expression. The idea of measurement of a man, of an employee, and determining his width—yes, that was the interesting angle. "What constitutes the yardstick by which an employer determines an employee to be 'a yard wide'?", we wondered.

Here is what we've been able to dope out about such a yardstick from reading, pondering, and discussing it. People from $23.00 a week clerks to $50,000.00 a year executives have had a part in formulating these ideas.

Again we point out for the purpose of this discussion, that character traits determine what the man is, whether or not he is "all wool." How "wide" he measures is the dimension for which we hope to devise a yardstick.

An overwhelming majority of our sources agree that consideration of a man's innate ability accounts for the first foot of the yardstick. He must be big enough, strong enough, quick enough, and intelligent enough to handle the job. No man or woman is employed at a task unless the employer estimates him to be at least one foot wide. In fact, today, many employers actually measure prospective employees by tests designed to demonstrate physical and mental abilities.

The second one-foot graduation of the yardstick involves the employee's personality. He must "fit" into the organization—be likable, agreeable, willing to take direction and to extend help—and above all, be interested in the job and the firm. Employees who prove to be less than two feet wide are rapidly eliminated from any organization.

Since so many employers are agreed that a man must have sufficient native ability (the first "foot") and satisfactory personality (the second "foot") to be employable, we haven't put the intermediate graduations in the first two feet of our yardstick. But as we pass the two-foot mark in measuring employees we find ourselves considering performance, wherein there may be small differences between individuals. So we divide the last foot into smaller parts, indicating, in order, whether:

(1) They make for the firm the amount of their wages "plus"
(2) They build good will for the firm
(3) They assume responsibility as they are able
(4) They increase their knowledge in order to do their job better and prepare for more responsibility.

These four subdivisions suffice very well for roughly scaling men into groups according to their width, but for accurate measurement and ranking of individuals still finer graduations are required on our yardstick. We now mark the last foot into twelve one-inch sections, and the yardstick is ready for use. Shall we measure a few people by it to see how it works?

Take Joe Doakes. You all know Joe, plenty of ability, good personality and all that, but when it comes to performance Joe makes for his firm just about the amount of his wages. He carries his own weight, you might say, but no more. Joe measures twenty-five inches. If, most of the time, his efforts returned to the firm a fair profit on the amount paid him in wages, he would measure twenty-six inches. He would measure still another inch wider if he consistently returned to the firm a good profit on his wages.

Now we apply the yardstick to Bill Smith and find him to measure twenty-eight inches wide. How come? Well, whereas Joe (and all other employees less than twenty-eight inches wide) has an occasional "run in" with a customer, Bill seldom irks a reasonable customer. There is another man in Bill's department who manages to satisfy practically all customers, reasonable or unreasonable. He is twenty-nine inches wide by our yardstick. If you know of someone who consistently wins the enthusiastic approval of customers and who works hard at selling the firm and its policies and services, you can mark him down as measuring at least two and one-half feet wide.

Only six inches more to go and we will have determined what kind of performance is required of our "yard-wide" man. Let us scale Jim Jones. Jim seems a lot like Joe and Bill but, by golly, he's an inch wider. That's because he never fails to carry out instructions. Give Jim the right supervision and you never have to worry about results. If he could provide his own supervision, though, he'd be yet another inch wider. We've been told about a good many employees who would

(Continued on page 31)

Home Economics in Junior Colleges

BERTHA AIKEN,
Chief, California Bureau of Homemaking Education

FOR the past two years California has had a statewide Junior College Steering Committee for Vocational Education, for the purpose of extending vocational training in the junior colleges. This committee is composed of junior college administrators, the Director of Vocational Education, the Chiefs of the Bureau of Agriculture, Business, Trades & Industry, Occupational Information & Guidance, Homemaking, and Adult Education, and the Assistant Superintendent of Secondary Education. To create more interest in Vocational Education in the junior colleges, the committee sponsored a series of regional workshops throughout the state. The workshop groups unanimously agreed that of all levels in the California system of public education the junior college is in the best position to offer both youth and adults of the community the kinds of terminal vocational training which will enable them to make a good vocational adjustment.

As an outgrowth of the general junior workshops an advisory committee of home economists representing junior colleges, state colleges, the university, and the state department of education developed plans for a three weeks workshop to consider the place of home economics in the junior college program.

A group of 39 home economists representing home economics teachers from 16 junior colleges, from the University of California at Berkeley and Los Angeles and the College of the Pacific, worked together with the staff of the Bureau of Homemaking under the leadership of Miss Letitia Walsh, Head of Home Economics Education, University of Illinois, for a three week period to determine home economics' contribution to the junior college. The group agreed the purpose of home economics in the junior college is three fold. First, that of preparing for the responsibilities and activities involved in homemaking; second, that of preparing for professional and semi-professional careers in home economics and third, that of offering courses which will serve as elective subjects for students in the major fields.

The workshop group set up a few basic beliefs on philosophy of home economics for junior colleges, considered the use of Advisory Committees for home economics departments and made suggestions for curriculum planning, and for space and equipment for home economics departments. Suggested content for courses in foods, clothing, child care, family relationships and house were developed.

The home economists in the junior college will use the material developed at the workshop this year and then come together in a year to evaluate their results.

A Vocational Credo*

HILARIO G. NUDAS
Asst. Principal and Chief Coordinator Rodriguez Vocational High School, Manila

1. WE BELIEVE in the validity of the principle that labor and education are compatible: the first, supplying a raw and dynamic force; the second, the needed vitality and restraint.

2. WE BELIEVE in the observable fact that the present has its modern slaves of labor: those who work long and hard and still starve and those who are *square pegs in round holes.*

3. WE BELIEVE in the generally accepted principle that a basic element of citizenship is the ability to earn an honest and adequate livelihood. The vocational school is the most effective agency to train people for effective citizenship.

4. WE BELIEVE in the truth-value of the statement that one subject matter is as good as any other in training the mind of a man to think: thus mathematics or English poorly taught is no better than carpentry also poorly taught.

5. WE BELIEVE in the possibility of error in judgment of those who think that those who hold *white-collar jobs* have always been superior to the wearers of *working overalls.*

6. WE BELIEVE with certitude that in education and not in force lies the survival of democracy; that the mind and the hand both need training and education.

7. WE BELIEVE in the eventual release to real freedom of the vocational man: his freedom from inferiority complex, his freedom from want of KEEP, his freedom from physical weakness, and his freedom from stereotyped instructional procedures.

8. WE BELIEVE that the facets of wisdom have been preserved and given new luster through the ages not alone by the sentimental heart, not alone by the reasoning mind, not alone by the laboring hand, but through the synchronization of all of these.

9. WE BELIEVE in the universality of causality, that causes have always their effects; where labor unrests are the makings of capitalistic imperialists; where the rich that grow richer have their negation *with* the poor that sink poorer.

10. And finally, WE BELIEVE in US, the voice of 60,000 mentors: US, that stands for *Useful Service;* US upon whose shoulders must rest the impact of a Constitutional mandate: To *teach the duties of citizenship, to develop moral character, personal discipline, civic conscience and* VOCATIONAL EFFICIENCY.

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* Reprinted from *The Philippine Educator,* February 1948; official organ of the Philippine Public School Teachers' Association.

Books and Bulletins

AGRICULTURE

Living on a Little Land, by George P. Deyoe. The Interstate, Danville, Illinois, 1948. 743 pages.

This book should be useful as a guide and handbook for all persons considering small-scale farming and for those getting started or already engaged in it. It is also designed for use as a reference in schools for courses in agriculture and homemaking designed to meet the needs of this group.

Crop Management and Soil Conservation, by Joseph F. Cox and Lyman E. Jackson. John Wiley & Sons, Inc., New York, N. Y., 1948. 572 pages.

A simple presentation of the major operations involved in growing and marketing crops successfully. The importance of balancing production in accordance with market demands, protecting soils from erosion losses, and returning fertility to offset drafts of wartime production are emphasized.

Successful Farming, by Paul W. Chapman. Turner E. Smith & Co., Atlanta, Georgia, 1948.

This is an introductory book about agriculture that is addressed to young farmers and all persons interested in the progress of the South. It covers a variety of basic subject matter and stresses fundamentals of farming and farm life.

References on Agriculture and Agricultural Education, compiled by Leo L. Knuti. Agricultural Education Office, University of Illinois, Urbana, Illinois, 1948. 21 pages.

This is an inclusive bibliography of available references on agriculture which has been compiled for school agricultural libraries.

GENERAL

The College Curriculum in Hospital Administration, Joint Commission on Education. Physicians' Record Company, Chicago, Illinois, 1948. 107 pages.

A final report by the Joint Commission on Education, created in February, 1945, and formally dissolved in June, 1948. Sponsored by the American College of Hospital Administrators and the American Hospital Association, the Commission was directed by Charles E. Prall and consisted of prominent physicians and hospital administrators.

Education for Professional Responsibility, Conference on Education for Professional Responsibility, Carnegie Press, Carnegie Institute of Technology, Pittsburgh, 1948. 203 pages.

A report of the proceedings of the Inter-Professions Conference held at Buck Hills Falls, Pennsylvania, on April 12, 13, and 14, 1948.

American Council on Education Studies. The American Council on Education, 744 Jackson Place, Washington 6, D. C., 1948.

Four additional studies in this excellent series have just been released. They are: *The Teacher as Counselor, Graduate Training for Educational Personnel Work, Exploring Individual Differences, and Goals for Higher Education in the Pacific Coast States;* and may be obtained direct from The American Council on Education.

CIER Handbook, prepared by Commission for International Educational Reconstruction, 744 Jackson Place, N. W., Washington 6, D. C. February, 1947. 38 pages, free.

Brief accounts of the work of 153 organizations on some phase of educational relief, rehabilitation or reconstruction for the war-devastated areas.

Vocational Training of Adults in the United Kingdom, International Labour Office, Geneva, Switzerland. "Imprimerie Centrale," Lausanne, Switzerland, 1948. 88 pages, 50 cents.

One of a series of monographs on vocational training and retraining in different countries, the purpose of which is to make available to Governments, employers and workers the experience of different countries in organizing vocational training. This particular monograph is confined to the action of the United Kingdom in organizing special training centers for adult workers to insure an adequate supply of skilled labor for essential industries. Copies may be obtained by writing direct to the Washington, D. C., branch of the International Labor Office.

Non-Self-Governing Territories, Summaries of information transmitted to the Secretary-General during 1947. United Nations Publications, Sales No.: 1948. VI B. 1.

When Disaster Strikes, The American National Red Cross, Washington, D. C., 1948. 100 pages.

A chapter manual for disaster preparedness and relief, this book contains valuable information on action to be taken in times of emergency.

HOME ECONOMICS

You and Your Family, by Bernice Milburn and Dorothy M. Leahy. D. C. Heath and Company, Boston, Mass., 1948. 440 pages, $2.60.

Here is a new textbook on personality development and family relationships designed specifically for use in high school home economics courses. A simple, attractive format and a profusion of full-page halftones make the book appealing in appearance as well as in content.

Foods, by Margaret M. Justin, Lucile Osborn Rust, and Gladys E. Vail. Houghton Mifflin Company, New York, N. Y., 1948. 723 pages.

The authors, in keeping with the new spirit of Home Economics, present accurate, carefully prepared subject matter in an up-to-date style in this third edition. Planned primarily to help the college student to a knowledge and understanding of foods, practical application of this information is made in relation to meal planning, preparation, and service for today's family. The entire organization of this book is devised to facilitate classroom instruction for the student and the teacher.

Menus and Recipes for the Discriminating Hostess, by Ella Liner Lambert. The Manual Arts Press, Peoria, Illinois, 1948. 416 pages.

The result of 23 years of developing and testing recipes in The Milwaukee Gas Light Company's experimental kitchen, the recipes and menus in this book have been selected on a basis of popularity. It will be valuable to every homemaker who is interested in tempting her family with delicious foods cooked in accordance with the most recently accepted methods in scientific cookery.

General PRINTING

By Cleeton & Pitkin. One of the finest texts for beginners ever published. It simplifies the instruction on the basic fundamentals by many illustrations of difficult operations. Important facts about paper, ink, type metals, spacing, proof slurs, marking proof, corrections, over-runs, micrometer gauge, mitering machine, lock-up, eliminating spotting-up, guides, wash-up, rollers, makeready, alphabets, conventional layouts, early printing, presses, history, plate making and many other valuable topics. Step-by-step procedure given for each phase. Rated a superior text by those who use it. $1.60. Order today. Clip this.

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GUIDANCE

Behind the Silver Shield, by John J. Floherty. J. B. Lippincott Co., East Washington Square, Philadelphia, Pa., 1948. 195 pages, $2.50.

Written by the author of *Inside the F. B. I.,* this book is of significance for high school boys and girls who are interested in the full details of a police career. The scientific developments in the treatment of crime are thoroughly described.

Training Employees and Managers, by Earl G. Planty, William S. McCord, and Carlos A. Efferson. The Ronald Press Company, 15 E. 26th St., New York 10, N. Y., 1948. 278 pages, $5.00.

The authors of this book demonstrate that the goals of teamwork and production in business and industry can be best achieved by a training program designed to improve both the skills and attitudes of employees and of managers.

INDUSTRIAL ARTS

Industrial Arts in General Education, by Gordon O. Wilber. International Textbook Company, Scranton, Pennsylvania, 1948. 372 pages, $3.50.

Based on a modern concept of general education, this book presents new concepts of industrial arts as exemplified in the general shop.

(*Continued on page* 32)

A V A PUBLICATIONS

Research Bulletin No. 1 — Occupational Adjustments of Vocational School Graduates. 1940. Pp. 132. Price 10 cents each; 10 or more, 5 cents each.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.05; 1,000 copies, $8.25.

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more, 5 cents each.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 10 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

NOTE: The report entitled, ***"Factors Affecting the Satisfactions of Home Economics Teachers,"*** published by the Committee on Research and Publications of the AVA, is available for distribution. The publication, ***AVA Research Bulletin No. 3,*** may be secured from the AVA office in Washington, D. C.: price 75c a copy.

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BRIEF NEWS ITEMS

The National Council of Teachers of Mathematics will hold its ninth Christmas Conference at Ohio State University, Columbus, Ohio, on Wednesday and Thursday, December 29 and 30, 1948. To meet the needs of teachers whose interests vary from the elementary grade to the college level, six sectional meetings will be held in addition to the general sessions. Headquarters for the National Council will be in Baker Hall on the University Campus. Reservations for rooms and meals should be mailed to Mr. Oscar Schaaf, Room 120 Arps Hall, Ohio State University, Columbus, Ohio, not later than December 15, 1948.

•

An opportunity for Korean teachers desiring to study with American educators but unable to travel abroad was made possible through the Teacher Training Center which held its official opening at Seoul National University August 3rd.

Sponsored jointly by a special U. S. Congressional appropriation and funds from the South Korean Interim Government, the Teacher Training Center was established especially to aid hundreds of Korean teachers and administrators who could not travel to the United States. So that the largest number of teachers might profit from contact with American educators, Dr. Marvin S. Pittman, President Emeritus of Georgia State Teachers College, and twenty outstanding American teachers were chosen to work with Korean teachers through the Teacher Training Center.

Under the direction of Dr. Pittman, these teachers will impart latest teaching techniques to Korean educators who will gather in Seoul from all provinces in South Korea.

Representing Trade and Industrial Education on Dr. Pittman's staff is Mr. Jack L. Anderson, Director of Vocational Education in San Jose public schools and principal of San Jose Technical High School.

•

Friends Honor Memory of William J. Bogan

A unique tribute to the memory of one of America's great vocational education leaders, William J. Bogan, was recently tendered in Chicago. A large group of the city's outstanding civic and educational representatives gathered in the Lane Technical High School to dedicate the school's beautiful library in Mr. Bogan's honor. Several hundred volumes were presented to the library, and a large portrait of the distinguished educator was unveiled.

Mr. Bogan was the founder of Lane Tech, and served as its principal from 1905 to 1924. Under his direction, it became one of the world's greatest technical high schools. Mr. Bogan was Superintendent of Schools in Chicago from 1928 until his death in 1936. He organized the Vocational Education Association of the Middle West and became its first president in 1909. He was also president of the National Association for the Promotion of Industrial Education. (These two organizations were the nucleus for the present American Vocational Association.) In 1920, he was elected President of the National Society for Vocational Education.

When William J. Bogan died, it was inevitable that a host of men and women who had worked with him and admired him should wish to honor his memory. It was decided that the most fitting memorial would be one which carried forward the chief objective of his life, and to this end the William J. Bogan Memorial Fund for Public School Scholarships was established. After several years of successful operation, the Board of Trustees of the Scholarship Fund decided that the benefits of the fund would be more widespread if the funds were invested in books on technical and vocational subjects and made available to the thousands of students in Mr. Bogan's beloved Lane Technical High School.

ASSOCIATION NEWS

• The Minnesota Vocational Association held its second annual convention in Minneapolis on October 28 and 29. Approximately 1,800 people attended the various meetings and as a result of the convention the membership of the MVA is now 960. This compared with 745 in 1948 and 320 in 1947, a very substantial and rapid growth. Mr. W. J. Kortesmaki served as general convention chairman, and the convention sessions were addressed by outstanding vocational education leaders including L. H. Dennis, Executive Secretary, AVA; Julian A. McPhee, President, AVA; Dr. H. P. Bruner, Superintendent, Minneapolis Public Schools; and Honorable Roy A. Cummings, U. S. House of Representatives. Officers were elected as follows: Dr. Ella Rose, President; George Campaign, Vice President; W. J. Kortesmaki, Secretary-Treasurer.

* * *

• The activities of the Maryland Vocational Association for the year 1948 came to a fitting climax with the Fall Dinner Meeting on October 8 at the Baltimore Polytechnic Institute. The affair was attended by 225 persons. Mr. Edward G. Stapleton, President of the Maryland Vocational Association, presided.

During the brief business session, President Stapleton reviewed the progress made by the Association during the year, and he expressed his appreciation to the many members who helped to make the year a success. A special note of thanks was given to Miss Anna M. Meeks, and committee, for the fine program and for the floral and other sundry embellishments. Dr. Charles W. Sylvester, Treasurer of the American Vocational Association, brought greetings from the parent association, and expressed the hope that a good number would find it possible to attend the AVA Convention in Milwaukee.

Speakers at the annual convention of the Colorado Vocational Association included (left to right) C. S. Birkius, E. B. Comstock, Governor Lee Knous, Ben C. Essig, Russell K. Britton, Mayor Robert Smith, C. J. Hinkley.

Leanore M. Coards, President; Mr. Elmer K. Zeller, Vice President; and Mr. Kenneth Horvath was re-elected Secretary-Treasurer.

The following 1949 officers of the Guidance Section were also elected: Oscar Helm, President; Ruth Bacharach, Vice President; Atla Burroughs, Secretary; and Walter Scheid, Treasurer.

* * *

• The Colorado Vocational Association's annual meeting in August was an inspirational get-together planned jointly by the Association and the State Board for Vocational Education. The program revolved around methods of securing support and publicity, developing new programs, and evaluating the results of vocational training.

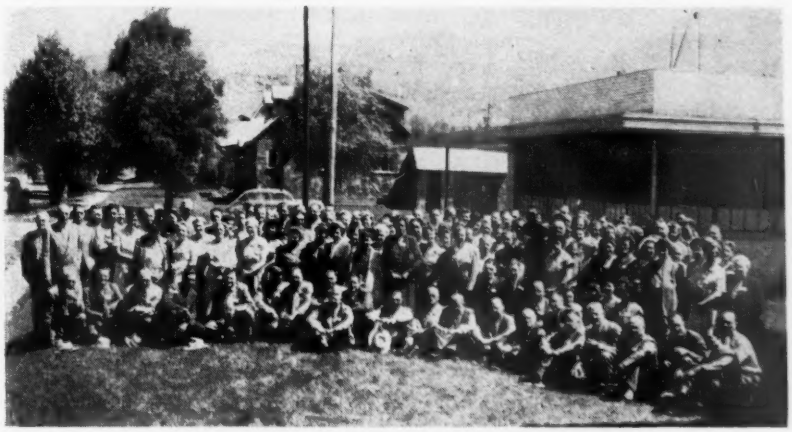
Governor Lee Knous, in his keynote address, charged vocational educators with the responsibility for training personnel needed to further the development of the state's natural and industrial resources. His references to effective programs already in operation indicated that he is in close touch with the vocational program and has a keen interest in its progressive improvement.

E. C. Comstock, State Director, emphasized the need for development at a local level. He called attention to the need for expansion in such fields as practical nursing, rural electrification, apprenticeship, petroleum, mining, and distributive education. He said, "The stabilization of homes through courses in family living for both adolescents and adults should be one of our prime objectives."

A resolution was adopted calling for investigation of the reasons for a drop in the number of homemaking graduates entering the teaching field. Another endorsed the practice of holding a single annual meeting each summer in cooperation with the State Board for Vocational Education. A third called upon each member of the Association to work for a larger state appropriation for vocational education and rehabilitation.

M. Serilda Gray, of the Homemaking Division, was elected president and Louis A. McElroy was re-elected secretary-treasurer of the Association. Division officers elected are as follows: *Trade and Industrial Division*: William Evans, chairman, W. R. Hickman, vice chairman; E. M. Tucker, secretary-treasurer; *Distributive Education Division*: Carl Prior, chairman, William Riddoch, vice chairman, Mabel Roberts Ray, secretary-treasurer; *Agriculture Division*: Tom Beede, chairman, R. A. Elicker, vice chairman, Gerald Hogsett, secretary-treasurer; *Homemaking Division*: Eleanor Martin, chairman, Olive Ryan, vice chairman, Berniece M. Cobb, secretary-treasurer; *Rehabilitation Division*: William E. Ratekin, chairman, Edward Reichart, vice chairman, William C. Weidner, secretary-treasurer. As retiring president, Russell K. Britton will serve as an ex-officio member of the executive board.

Rehabilitation men, working under



Members of C. V. A. assembled for the annual convention.

Mr. John Seidel, past president of the AVA, extended greetings from the State Department, and urged active support of AVA during 1949.

Dr. Nevin Smith, pastor of the Reformed Church of Hanover, Pennsylvania, was the speaker of the evening. Using as a topic, "The Poor School Teacher," Dr. Smith maintained that all progress is the result of teaching.

The Maryland Vocational Association elected officers for 1949 as follows: Miss

the Colorado State Board for Vocational Education, have organized a new division of the Colorado Vocational Association and were accepted at the annual meeting in August. This action brings into the Association all branches of vocational education operating under the State Board in Colorado. Both the Association and the Rehabilitation Division feel that this affiliation will result in a closer relationship in the field. Dorsey F. Richardson is State Supervisor of Vocational Rehabilitation.

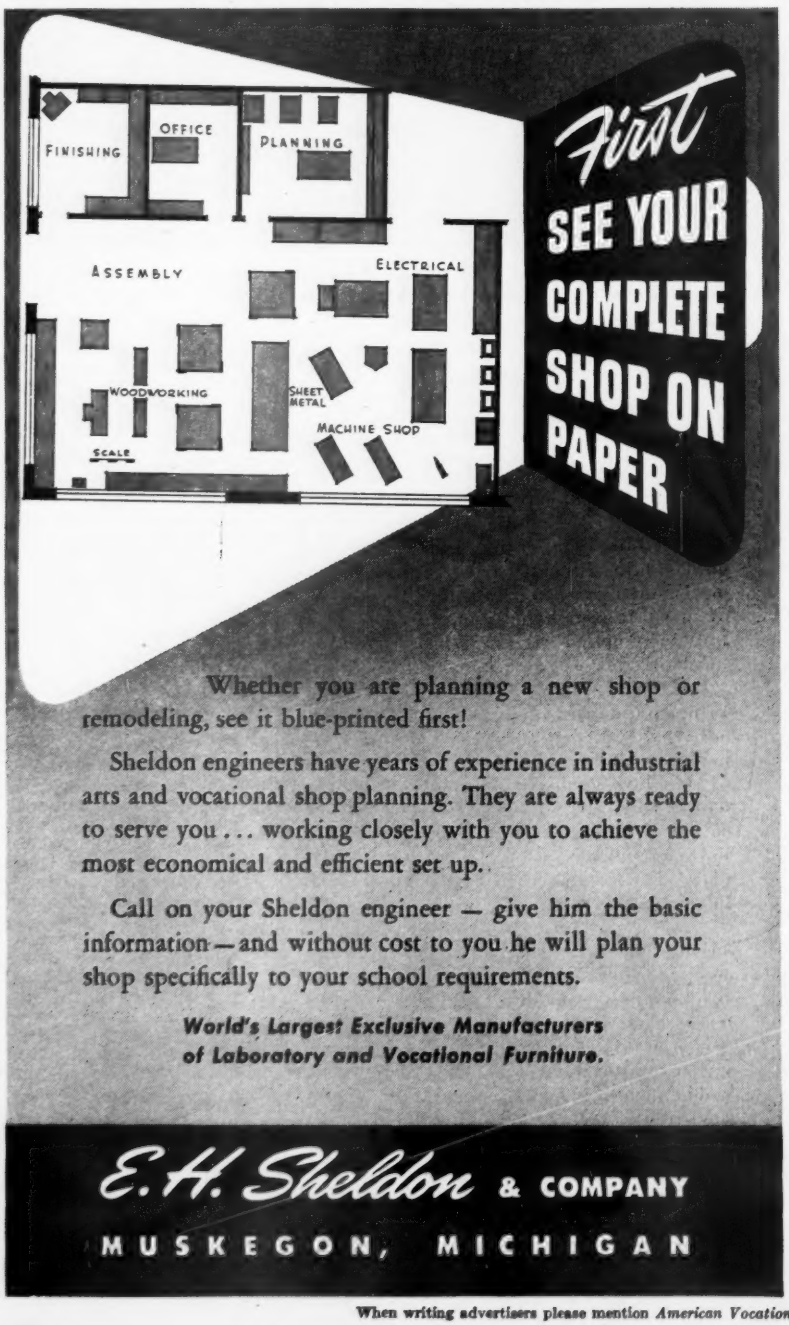
* * *

• The annual meeting of the Rhode Island Vocational Association was held in the Central Falls High School, Central Falls, Rhode Island, on October 28, 1948, with 58 members in attendance.

Mr. Earl F. Calcutt, Superintendent of Schools in Central Falls, principal speaker at the meeting, used for his subject, "Trends in Vocational Education."

After the meeting, the members visited the newly erected Quonset Hut which was obtained from the U. S. Government War Surplus. The Quonset Hut is to be used for a machine shop and auto mechanics shop for a new course, to be known as the Central Falls Technical High School Course.

The following officers were elected for 1949: Raymond S. Amend, President; Edward J. Medeiros, Vice President; Richard Durham, Secretary-Treasurer; Holbert T. Smales, Ralph L. Miller, Ralph D'Atri and William Sloane, Executive Committee; Minard W. Price, J. Raymond Fritz, and Francis X. Farrell, Auditors.



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PERSONALS

Dr. Arthur E. Morgan of Yellow Springs, Ohio, has been appointed by the Government of India to be one of a nine member commission to survey higher education in India and to outline an educational policy. The chairman of the commission is Dr. Radhakrishnan, the Indian philosopher. There are six Indian members, one from England—Sir Richard Livingstone, Vice Chancellor of Oxford—and two from America. The American members are John J. Tigert, former U. S. Commissioner of Education and more recently President of the University of Florida, and Dr. Morgan.

* * *

G. Elwood Hookey has accepted the position of Field Instructor in Distributive Education at Indiana University. A former director of distributive education in the Terre Haute, Indiana, city schools, Mr. Hookey received his Bachelor's Degree from Indiana State Teachers College, Terre Haute, Indiana, and his Master's Degree from Oklahoma A & M College, Stillwater, Oklahoma, where he served as graduate assistant in the School of Vocational Business and was named to membership in the Delta Pi Epsilon honorary business fraternity.

Mr. Hookey taught business subjects in the public schools of Rockville, Plymouth, Brazil, and Terre Haute, Indiana, in addition to considerable practical experience in private business. He served in the U. S. Navy during the war as senior instructor in the U. S. Naval Training School at Northwestern University, Evanston, Illinois.

His new position at the University will include contacting the larger school systems and business organizations throughout Indiana in promoting and teaching education programs in the Distributive Occupations. During the summer months, he will conduct classes in distributive education for teachers.

* * *

W. Roger Zinn, formerly Educational Consultant for the Jam Handy Organization, is now Assistant Professor in the Division of Adult Education, School of Education, Indiana University, and also serves on the staff of the University Audio-Visual Center.

* * *

Lindsay G. Farnan of Rochester, N. Y., has been appointed to the position of Assistant Professor of Industrial Arts Education at Western Michigan College, Kalamazoo. This appointment, effective September 1, 1948, fills the vacancy created by the retirement of Marion J. Sherwood, former head of the department.

Mr. Farnan has his Bachelor of Science degree from the Buffalo State Teachers College, and his Master of Arts degree from the Iowa State College. He served during the past year as instructor in the industrial education department of Iowa State College.

EXAMINATIONS

for teachers of Auto Shop, Electric Shop, Machine Shop, Print Shop and Wood Shop in the Chicago Public High Schools will be held February 26, 1949. For information apply to:

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228 N. LaSalle St. Chicago 1, Illinois

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CONGRATULATIONS!

Robert A. Manire, State Director of Vocational Education in Agriculture for Texas, is on leave of absence from the State Board to spend three months in Korea. He is working with the U. S. Government as an Agricultural Specialist, assisting in the rehabilitation of agricultural education in Korea.

Mr. Manire is staying in Seoul, a city of some two million people in the southern part of Korea. The country surrounding Seoul is similar to that of New Mexico, contrasting very mountainous terrain with wide, fertile valleys. Mr. Manire writes that he has seen some of the best rice farming that could be expected anywhere, and described the vegetables as "quite abundant and nice looking." The teacher training center where Mr. Manire is instructing has a faculty of about fifteen college people.

* * *

Blanche M. Stover has been appointed Food Editor of *Parents' Magazine, Calling All Girls* and *Polly Pigtails.* She replaces Mrs. Zola Vincent, who resigned to resume her residence on the Pacific coast.

For the past eight years, Miss Stover has been Editor of *Practical Home Economics,* a professional magazine in the home economics field. Prior to that, she was Associate Editor of *Forecast Magazine* and participated in a radio food program.

Miss Stover received her Bachelor of Science degree in home economics from Russell Sage College, Troy, New York. Her M.A. degree and professional diploma in household arts were conferred by Teachers College, Columbia University.

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William L. Prosser, son of Charles A. Prosser, Dean of Vocational Educators, was this fall appointed Dean of the School of Law at the University of California in Berkeley. Last year he taught law at Harvard, and prior to that was associated with the School of Law at the University Minnesota. In addition to his law professorship he is President (or Chairman) of the National Association of Teachers of Law and a Chairman of Committees in the American Bar Association. His book on Torts, published by the West Publishing Company, has received unusual acceptance and is gaining widespread circulation and use in law studies and commercial papers.

Dr. Prosser's wife and two younger sons have joined him in Berkeley. His oldest son is completing work at Harvard.

IN TRIBUTE

Raymond W. Perry of Rhode Island, Supervisor of Trade and Industries in the vocational field for over 20 years and a stalwart supporter of vocational education and of the Rhode Island Vocational Association, passed away suddenly on October 28.

Vocational education and public education in general have lost another fine leader.

Mr. Perry died while preparing to attend the annual Rhode Island Vocational Association convention at Central Falls. The convention session paid tribute to him as an outstanding vocational educator. He is survived by Mrs. Perry and one daughter.

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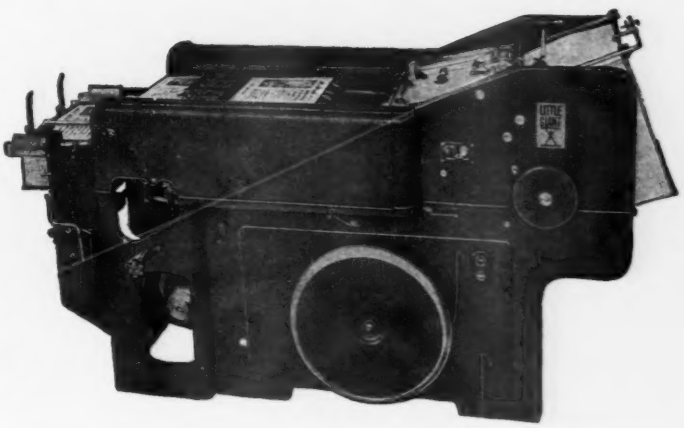

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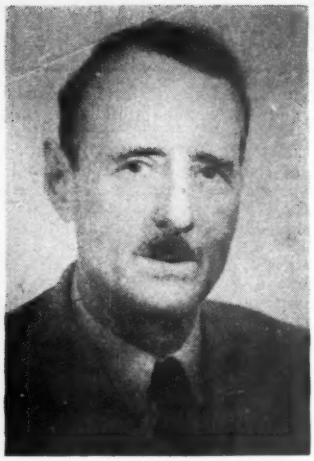

DUNWOODY INSTITUTE PHOTO

Ralph T. Craigo

RALPH T. CRAIGO RETIRES

Vocational Educator Served Dunwoody Over Thirty Years

HELEN W. KLANDERUD,
Dunwoody Industrial Institute

AFTER over thirty years as assistant director of Dunwoody Industrial Institute, Minneapolis, Ralph T. Craigo retired from active service on October 1. Ever since the school first opened its doors in 1914, he has served as assistant director, helping to guide the training activities of the school.

Many ideas which are now in active use at Dunwoody were first ideas of Mr. Craigo's, and he worked with the various departments in the school to develop them. The idea of the half-day shop and half-day class at Dunwoody, the organization of a highway department—these are but two of his ideas which were carried out.

A native of Wisconsin, Mr. Craigo graduated from the University of Wisconsin in engineering before starting his work in business and education. While employed by the American Light and Traction Company of New York, he worked in several cities in the United States before joining the University of Wisconsin's Extension Division. Here he took charge of the work in applied mathematics and assisted with some of the instruction in engineering subjects.

It was while at Wisconsin that he became acquainted with vocational education, for as part of this job he worked with large industrial plants in Milwaukee (such as Allis-Chalmers, Vilters Manufacturing Company, and others) in their training programs.

Mr. Craigo left the University for a position with a refrigeration equipment company. This company brought him to Minneapolis, and it was here that he heard of the founding of Dunwoody. He helped much in the general organization of the school, as well as in the actual teaching.

In addition to his work at Dunwoody, Mr. Craigo has become known through vocational circles by his writing in vocational journals. He is known throughout the northwest for his vocational guidance clinics which give guidance to high school students, helping them to gain a knowledge of local industry, opportunities for employment and advancement. His clinics seek to show high school students how to go about selecting an occupation, training for it, working at it, and securing satisfactory employment adjustment.

Concurrently with his duties at Dunwoody Institute, Mr. Craigo has served for fourteen years as special instructor in the Industrial Education Department of the University of Minnesota; and for seven summer sessions at Fort Collins in the Colorado A. & M. College.

In retiring from active service, he hopes to "steal" and use some small pieces of the Dunwoody methods and procedures which he helped develop. As a free-lance specialist and consultant, he can take "Mahomet to the mountains."

Mr. Craigo hopes to be able to aid in guidance, counseling and advisement (as he has been doing) and to work in teacher training and employment adjustment. He hopes to help bridge the age old, world-wide controversy between general education and vocational education.

VOCATIONAL EDUCATION FOR THE BLIND

MARGUERITE L. WHERITY, *Grand Rapids, Michigan*

THE vocational education of the blind was started as far back as 1784, when Valentin Hany established a school for the blind in Paris. He was so impressed with the need for something to be done that he started his first class with one pupil.

Hany's effort was an experiment to determine whether or not the blind were capable of learning a trade and later be accepted as a worker in the occupation for which they had been trained. Later he assumed the task of training twelve additional pupils. In this group he found that only three were able to adapt themselves to the requirements of the program.

In these experiments the pupils learned to spin cotton and wool, to make and repair nets, and to do certain types of bookbinding.

Later schools were established for the blind in Great Britain, but it was not until 1832 that educational work of this kind was established in America. At this time, Samuel Girdley Howe, a great physician and philanthropist, established what is now known as the Perkins Institute for the Blind, Watertown, Massachusetts.

A few years after its founding a need was felt for the provision of some type of industrial employment for the adult blind. Accordingly, a workshop was erected which was devoted entirely to the employment of the blind. In this organization today blind people are employed on such jobs as brushmaking, broom making, making nets, mats, ropes, twines, and woven articles of clothing as well as making and repairing shoes.

Since this school was established similar schools have been organized in other parts of the country, but the Perkins Institute stands out because of its freedom from

political affiliation and because of the liberal endowment which makes its work possible.

During this period of institutional training there was built up a feeling of independence on the part of the blind, while at the same time, employers were being made to realize the potential value of the blind as a source of labor for industry. It was not surprising, therefore, to find that, during the recent war, blind people were trained to operate certain machines with an acceptable degree of success. They were employed as finishers of machine-made articles and some of them took their places in the assembly line in our factories.

All of this suggests that we may be only on the threshold of a new era in vocational training. Formerly, we have contented ourselves with training only the physically fit. Should we not explore further the possibilities of training the handicapped and thus opening up to society a vast potential supply of goods hitherto merely touched by our training agencies. Then too, the spiritual value of such training cannot be over emphasized when one reflects on the effect upon the pupil who, in spite of his handicap, finds himself an independent, self-supporting member of society.

We hear much of what vocational education may do for the 60% who neither enter college nor go into a skilled trade. Is it not our responsibility to inquire just as seriously into what we can do in our field that will make for more effective use of the potential skills possessed by those who are blind?

"AND A YARD WIDE"

(*Continued from page* 23)

measure thirty-three inches by our yardstick. They are the ones who have what the others have and in addition, can supervise others.

What's that? You say that a thirty-three inch man looks to you like a pretty valuable employee?—Yes, he is, but do you want to know what else a man has to do to measure a full "yard-wide"?

Good. We're mighty glad that you do, because the answer has to do with our business, which is helping people grow those last three inches.

On our yardstick (and remember we got the idea for it from others) a man has to continually read, study, and avail himself of every training opportunity to improve himself in the performance of his job, in order to measure thirty-four inches. If he goes a bit further and studies and trains himself for the job next above his, he is only one inch short of a yard.

The "yard-wide" man can run the business while the boss turns his mind to other matters or goes fishing. He is practically indispensable.

There you have our yardstick. If you want to check yourself by it, you're welcome. We hope you find yourself to be a yard wide, but if not, then at least thirty-four inches or over.

Participation in whatever training opportunities become available to you will help to broaden you, so that your measurement by the yardstick we've described will be satisfactory. Remember what the man said about his "yard-wide" employee—"Anybody would have to bid mighty high to get him away from me."

PORTRAIT HONORS FORMER PRESIDENT OF STOUT INSTITUTE

A portrait of Burton E. Nelson, second president of Stout Institute, Menomonie, Wisconsin, was unveiled for public showing during Homecoming week in the Harvey Memorial at the Institute. The painting will be hung in the hall of the Home Economics building as an addition to the collection honoring former Stout presidents.

Dr. George New was commissioned by the faculty and President Verne C. Fryklund to paint the portrait of Mr. Nelson. Dr. New began work in August. Four sittings of seven hours each were required for all but the finishing touches. As Dr. New puts it:

"When I heard that Mr. Nelson was 81 years old, I planned to make things as easy as possible for him. Instead, with his traditional vigor and courtesy, he made things easy for me."

An artist who has painted King George V. of England, King Albert of Belgium, Queen Marie of Rumania, and Madame Curie, Dr. New is the only Wisconsin resident to have his work in the Metropolitan Museum of Art. He has also completed portraits of J. P. Morgan and of the famous French army marshals of World War I.

SCHOOL RADIO GUIDE FOR EDUCATORS NOW AVAILABLE

To help improve the use of radio in schools throughout the United States, a joint committee of educators and manufacturers today released a set of standards to guide school administrators in selecting appropriate radio equipment. "Classroom Radio Receivers"—a 40-page brochure published by the Radio Manufacturers Association in cooperation with the Office of Education, Federal Security Agency—is available without charge from the Radio Manufacturers Association, 1317 F Street, N.W., Washington, D. C., or the Radio Section of the Office of Education, Federal Security Agency.

In an explanatory foreword to the booklet, the joint committee states: "The classroom radio receiver serves many purposes. It is the rural students' airway path to recognized centers of urban learning, and it is equally the city student's opportunity to learn from his rural neighbor. The radio is more than a device for equalizing educational opportunity. It offers advantages to all students in the enrichment and vitalizing of instruction."

School authorities, confronted with the problem of selecting suitable classroom radio receivers, the committee advises, should analyze four factors: first, the educational objectives of classroom audio activities; second, the specific broadcast programs that are or will be available for classroom use; third, the method of transmission (FM, AM, and shortwave) offering the desired programs; and, finally, the type of classroom radio receivers needed to tune these programs.

FM in particular offers distinct advantages in reception for classroom or shop use. Practically static-free, FM receivers are unaffected by the normal operation of electrical machinery and equipment such as is usually found in school buildings. The rapid increase in the number of FM broadcasting stations has made FM programming in many areas fully as broad as standard broadcasting.

Audio-Visual Education

A new series of eight sound motion pictures and seven silent filmstrips on Mechanical Drawing has just been released by McGraw-Hill Text Films. Correlated with French and Svenson's "Mechanical Drawing" and designed for use in high school classes, they are available from McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 18, N. Y.

A new elementary science film, "Air All Around Us," has been released by Young America Films. This one-reel sound film is especially designed for use in the middle elementary school grades. It discusses expansion and contraction of air, air pressure, compressed air, and other related concepts. Running time of the film is ten minutes. Also released by the same firm is "Understanding Basketball," of especial interest to coaches, physical education instructors, and recreational directors. This sound film (one-reel) explains the game of basketball primarily from the viewpoint of the *spectator* rather than the player. Running time is ten minutes. Prints may be purchased from Young America Films, Inc., 18 East 41st St., New York 17, N. Y., at $40 per print, or rented from their nearest state, university, or commercial film library.

Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Michigan, has produced a series of filmstrips on "Water Life" for elementary and junior high school science classes. In color, these strips are priced at $6.75 each, or $43.50 for the set. Titles are as follows: "Life in Ponds, Lakes and Streams," "Small Freshwater Animals and Insects," "Freshwater Shellfish and Amphibians," "Freshwater Turtles and Fish," "Keeping an Aquarium," "Plants and Strange Animals of the Sea," and "Shellfish of the Seashore."

"Catalog of Copyright Entries, Motion Pictures" is available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., in two sections at $1.50 each. This list includes the copyright date and producer for all films on hand.

The following one-reel films, at $40 each, on animal life have been released by Young America Films, Inc., 18 East 41st St., New York 17, N. Y.: "Baby Animals," "How Animals Eat," "How Animals Move," and "How Animals Defend Themselves." These films are for the elementary school level.

Copies of the 1948-49 Film Catalog, General Motors Corporation's list of offerings of 16mm films, may be obtained by requests directed to General Motors at General Motors Building, Detroit, Michigan, or 1775 Broadway, New York City, or 1526 Financial Center Building, 405 Montgomery Street, San Francisco, California. This catalog contains a short description of each film available from GM public relations offices and includes instructions in regard to the procedure for obtaining them for use.

"Safe Exit," a public service film for training in case of fire or emergency is available from Von Duprin Division, Vonnegut Hardware Company, 402 W. Maryland Street, Indianapolis 9, Indiana. This is appropriate for pupils or adult groups.

A new film, "The World is Rich," has been announced by the British Information Services, 30 Rockefeller Plaza, New York 20, N. Y. In showing what the United Nations and its Food and Agriculture Organization hope to do, this film points out that the world's supply of food has never been adequate to the demand. 5 reels. Sale, $100; rent, $6.

Coronet Instructional Films, Coronet Building, Chicago 1, Illinois, has prepared two more basic study skills films for junior high school level. In "Find the Information" students are introduced to basic library procedure (one reel). "Building an Outline" displays the advantages of the use of logical planning.

"Careers and Cradles," a 10-minute release of Brandon Films, Inc., 1600 Broadway, New York, N. Y., sells for $25 and may be rented for $1.25. Of special interest for high school girls, this Canadian film emphasizes the changes in the lives of women since the first world war. Consideration is given to the problems of career women who are raising families.

Castle Films, 445 Park Ave., New York, has released *News Parade of the Year*, for 1948. The 11th of an annual series, it pictures every outstanding moment in world affairs that could be photographed, including the great Air Lift into Berlin, the devastating floods in Oregon, the revolution in Bogota, much of the fighting in the Holy Land and scenes of the Presidential election. It is available in various editions for both 8 mm projectors and 16 mm projectors, with a sound edition for schools and colleges.

BOOKS AND BULLETINS

(*Continued from page* 23)

The Industrial Arts Program, by Louis V. Newkirk and William H. Johnson. The Macmillan Company, New York, N. Y., 1948. 357 pages.

Intended for everyone who is interested in the place and educational contribution of industrial arts in any of the elementary grades and high school, this book includes objectives, sample projects and a thorough discussion of teaching methods.

Mechanical Drawing, by Thomas E. French and Carl L. Svenson. McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 18, N. Y. 440 pages, $2.80.

This fifth edition, revised and enlarged by Carl L. Svenson, retains all of the features of the earlier editions but offers improvements and much new material including new chapters on aircraft drawing, production illustration, and welding drawing. A new series of text-films, specifically correlated with selected chapters of this book, is available.

INDUSTRIAL

Aircraft Power Plants, Charles E. Chapel, Ed., and Staff, Northrup Aeronautical Institute. McGraw-Hill Book Company, Inc. 330 West 42nd St., New York 18, N. Y., 1948. 378 pages.

This text explains and illustrates in great detail the fundamental principles, procedures, and methods required for the successful operation, inspection, maintenance, repair, and overhaul of the conventional aircraft engine. In addition, it gives the reader a wealth of information about the pioneer American jet and gas turbine engines.

AVA Life Membership Emblems

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10 carat gold charm	1.60

Prices quoted do not include 20% Federal Tax and State Taxes where applicable.

Elementary & Applied Welding, by Herbert P. Rigsby and Chris Harold Groneman. The Bruce Publishing Company, Milwaukee, Wisconsin, 1948. 151 pages, $2.00.

This book contains material especially adaptable to the beginning student in both oxyacetylene and arc welding. Basic procedures are given and are fully illustrated with photographs and sketches so that the learner is guided methodically in all processes involved in the projects.

Small House Carpentry, Training-Thru-Sight Associates: Lee Frankl, Director. Prentice-Hall, Inc., New York, N. Y., 1948. 100 pages, $2.95.

This book describes and illustrates the simpler aspects of framing, sheathing and insulating a small frame house. The presentation is based on successful visual training techniques developed in recent years. Instead of the usual general treatment of small house framing, this book deals with the specific problems encountered in building one particular house. The text is simple and clear and has been coordinated with many illustrations.

Radar Primer, by J. L. Hornung. The McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1948. 218 pages, $2.80.

Written in an entertaining style, here is a simplified presentation of radar, with emphasis on its peacetime uses. It includes such subjects as television, radio direction-finders, and navigational aids and is well illustrated with clear pictures of fundamental operation and actual installations of shipborne and airborne radar.

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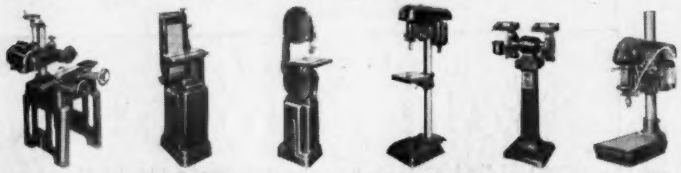

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